

<b>Inspection date</b>	26 February 2015
Previous inspection date	26 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The register of attendance is not always consistently completed to show the hour's children attend.
- The childminder does not provide a sufficient range of activities and resources to challenge and extend children's learning. In particular, the use of accessible equipment and resources to help promote children's literacy skills, extend their understanding of the wider world around them, and enable them to learn how to use a range of technology for different purposes.
- The childminder does not make use of the environment to effectively promote children's self-esteem and sense of belonging. For example, by displaying children's art work and photographs of them at play.

### It has the following strengths

- The childminder manages children's behaviour consistently and effectively. Therefore, children learn about keeping themselves and others safe from risks.
- The childminder has knowledge and understanding of safeguarding and child protection procedures. This means that children are protected and kept free from harm.
- The childminder provides children with daily opportunities to enjoy fresh air and exercise, to promote their health and well-being.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure records of the children who attend and their hours of attendance are consistently maintained
- develop children's learning experiences by providing a sufficient range of resources, in particular, a range of books and reading materials to promote their literacy skills and resources to promote their understanding of the wider world and technology.

### To further improve the quality of the early years provision the provider should:

- further promote children's self-esteem and sense of belonging by, for example, displaying their art work and photographs of them at play.

### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## Inspection activities

- The inspector toured the premises.
- The inspector discussed with the childminder her process for self-evaluation and her understanding of the safeguarding procedures.
- The inspector sampled the childminder's policies, procedures, and children's development records and checked the suitability of household members.
- The inspector observed interactions between the childminder and children in the playroom.
- The inspector evaluated learning activities with the childminder.

### Inspector

Helen Gaze

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children make steady progress in their learning. The childminder is aware of what children can do and she suitably identifies next steps in their learning. For example, during play, she encourages children to name the pretend foods and introduces new words. This adequately promotes children's language skills in readiness for school. However, the childminder does not promote some aspects of children's learning well. For example, the childminder does not provide a good enough range of resources to challenge children's learning. Children's choice in books is limited and they do not explore a range of written material to extend their reading skills. There are limited resources to promote their understanding of information technology, such as computers and technological toys. Furthermore, there are fewer resources that teach children about the wider world, for example, their own and other people's cultures, similarities and differences.

### **The contribution of the early years provision to the well-being of children requires improvement**

The childminder is aware of children's health requirements, allergies and preferences, and the food provided is generally healthy and nutritious. This suitably supports children's understanding of the foods that are good for us and their needs are met. Children enjoy watching educational programmes on the television and learn about keeping themselves healthy and safe. For example, during the programme, they learn about brushing their teeth, washing their hands and of how to prevent the spread of germs when coughing and sneezing. The childminder appropriately links children's ideas of keeping themselves safe to aspects of the routine, such as the hand washing routine. The childminder praises them for their achievements during activities, to build their self-confidence. However, she does not fully promote children's self-esteem, and sense of belonging, for example, by displaying their art work and photographs of themselves and others at play in the environment.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has an appropriate understanding of the safeguarding and welfare requirements. However, she does not make sure she keeps an accurate and consistent record of children's attendance, which compromises children's safety. The childminder has maintained her first-aid certificate, so that she can deal with accidents and emergencies. The childminder communicates with parents each day to discuss the activities children take part. Furthermore, she involves parents in her evaluation of the setting. She recognises that some areas of the provision require improvement. She has recently gained a recognised early years qualification at level 2, to help improve outcomes for children. This has developed her knowledge of how to assess children's progress towards the early learning goals. Relationships with teachers at the school are generally secure. The childminder takes into account children's prior learning. She considers children's homework, set by the teachers, to complement the learning that takes place in school.

## Setting details

<b>Unique reference number</b>	EY335160
<b>Local authority</b>	Manchester
<b>Inspection number</b>	878143
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 March 2010
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in the Fallowfield area of Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a recognised early years qualification at level 2.

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