

<b>Inspection date</b>	15/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	3 Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- Children are happy and settled. The childminder provides lots of praise and encouragement to promote their good behaviour.
- The childminder works effectively in partnership with parents. She builds firm relationships with them and keeps them informed about children's activities.
- Teaching methods are effective. The childminder plays alongside children and asks questions to encourage thinking and talking.
- The childminder has an adequate knowledge of safeguarding. She conducts daily checks to ensure that children are kept safe and secure in her care.

#### **It is not yet good because**

- The emergency contact details for parents and/or carers of some of the children in the childminder's care are not recorded.
- There are not enough opportunities for children to develop their literacy skills and phonic knowledge.
- Self-evaluation does not include the views of all parents and/or carers and the children who use the childminder's provision.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector undertook a tour of the premises and the areas used for childminding, including outdoors.  
The inspector looked at a range of documents relating to the children and to the setting, including the self-evaluation form, policies, procedures and the children's records.
- The inspector observed activities and care routines inside and outdoors.
- The inspector spoke with the childminder, parents and children during the course of the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder and household members aged over 16 years.

## Inspector

Nicola Kirk

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and 16 years in a house in the Blackley area of Manchester. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides support for children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- ensure that the emergency contact details of the parents and/or carers of each child are recorded
- provide opportunities for children to build on their literacy skills and knowledge of phonics, for example, by providing further opportunities for them to see and refer to print in the environment.

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

- take account of the views of parents and children, in order to identify the strengths and weaknesses of the provision and use this information to implement effective action plans to drive future improvement.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are content and happy to attend the childminder's home. The childminder has an adequate knowledge of the requirements of the Early Years Foundation Stage, providing a range of activities that hold children's attention. For example, children like to practise their skills with tools, making marks on paper and outside with chalks. Children are confident communicators, as the childminder provides them with a range of opportunities that encourage their language and listening skills. For example, she speaks slowly and asks open-ended questions. The childminder gives children time to respond, helping them to develop their thinking skills. She observes children during their play and uses the

information she gains, to identify current skills and interests and to plan their next steps in learning. She regularly completes a summary of their progress, in order to provide an overview of their learning and to track their progress. Children have access to a range of adequate resources to support them to make progress in all areas of learning. However, there are not enough opportunities for children to enhance their literacy skills and understand that print conveys meaning. As a result, children are making satisfactory rather than good progress in this aspect of their learning.

The childminder provides a wide range of interesting and challenging activities. For example, she plays alongside children's imaginary games in the toy house, pretending to be a tiger. She ensures that children spend time outdoors daily. They enjoy playing on bicycles and chasing each other. Children learn about nature as they water the plants and talk about growing. The childminder skilfully incorporates mathematics into children's play. For example, she encourages the children to count how many bubbles and talks about their size as the children enjoy playing. Children develop creatively through various activities. They enjoy playing with large sound tubes outside in the garden, joining in with familiar songs and playing musical instruments. They enjoy using their senses to explore cornflour and water. The childminder regularly tells stories to children and they enjoy listening to these. She encourages them to talk about stories and to extend their language by asking them questions about what they think might happen next.

The childminder demonstrates through discussion that she understands how and when to complete the progress check for children between the ages of two and three years. She evaluates children's progress in all areas of learning. This information is shared with parents, enabling the childminder to support children and give parents a record of the progress their children are making. Partnerships between the childminder and parents are good. The childminder gives daily verbal feedback and regularly shares their children's individual file with them, so they can extend learning at home. She is working with parents to develop strategies to support children with special educational needs/and or disabilities to ensure they benefit from a consistent, shared approach.

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

The childminder collects information from parents about their children, such as their likes and dislikes and their daily routine. She gains medical and dietary information. Through discussion, the childminder has a clear understanding of how to provide for their needs, supporting their emotional well-being. The childminder encourages the parents to stay with their children to support them to settle when they begin attending. This helps her to build strong relationships with parents and children. As a result, children settle quickly and are confident in the childminder's care. The childminder provides a calm environment and supports children, developing a strong sense of emotional well-being. Children demonstrate that they have formed positive relationships with the childminder. This enables children to feel safe and secure at all times. The childminder listens to what the children like to do and to play with. She gives them time, space and suitable resources to support their play. For example, when children ask to go outside, she takes them outside to play. Children are able to access resources independently and they confidently do this. This helps them to be independent and feel secure.

Healthy lifestyles are appropriately promoted as the childminder provides healthy meals and snacks, including fresh fruit and vegetables. Children are encouraged to drink water throughout the day. Mealtimes are sociable and the children sit at the table and talk about the food they eat with the childminder, helping them to understand what healthy choices are. The childminder encourages exercise daily, as the children use the garden and visit the local parks regularly. They enjoy fresh air and have opportunities to run around. Children remain healthy and safe through the implementation and reinforcement of suitable health, hygiene and safe practices. For example, children independently blow their noses with a tissue and put it in the bin. Children brush their teeth each day and the childminder talks to them about the importance of doing this. The childminder encourages children to become self-sufficient and independent, such as through supporting the children to put on their own coats and to eat independently. The childminder encourages and praises the children throughout the day, which supports their confidence, self-esteem and supports their feeling of belonging.

Children are well behaved because the childminder is a good role model who praises the children's good behaviour, encouraging them to share and supporting them to take turns while they are playing. As a result, children are happy and play well together. The childminder helps children to understand how to stay safe. For example, she reminds children about tidying up, so they do not trip over toys. Children are involved when practising fire drills to help them to understand how to keep themselves safe in an emergency. The childminder has an appropriate understanding of preparing children for their next stage in learning. Children develop independence, confidence and self-help skills during their time in her care. She talks to children about their move to school and visits local playgroups, so they learn to socialise in larger groups. This all helps prepare the children emotionally for the move onto school.

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

The childminder has a satisfactory knowledge of safeguarding and child protection to enable her to adequately safeguard the children in her care. She has written safeguarding policies and procedures and shares these with parents, so they are aware of her responsibilities. She is aware of who to contact should she have a concern about the welfare of children in her care. The childminder carries out effective risk assessments to ensure children play safely in her home and on outings. For example, she minimises risks by ensuring that plugs and wires are kept out of children's reach. She has suitable systems to record any accidents to children and any medicine given. She keeps the required information about most children in her care. However, she has not kept this for all children. She had not obtained the emergency contact details from some of the parents whose children had recently started attending. This is a breach of regulations.

The childminder is committed to providing the best possible care for the children. She is keen to develop her skills and confidence in childminding. The childminder fully understands the importance of continuous professional development, accessing additional training, online resources and attending a local quality forum. This demonstrates her

willingness to keep up to date and improve practice for the children. The childminder uses a system to track the progress of the children in her care and this mostly enables her to ensure that all areas of learning are covered and to identify any gaps in their learning. The childminder has begun to identify her strengths and weaknesses through her self-evaluation but has not yet obtained or included the views of the parents and children who use her service, in order to ensure that all areas for improvement are identified and addressed.

The childminder has developed effective ways to work in partnership with parents, exchanging relevant information to support the children's ongoing care, learning and development. Parents are kept informed of their child's achievements and activities verbally. This enables relevant information to be shared daily, supporting children's development and celebrating their achievements. Information is shared with parents on entry to the setting to ensure that they are fully aware of the childminder's policies and procedures. Parents' comment that they are happy with the service the childminder provides and that their children like attending. The childminder works with other early years providers children attend, to gather and share information regarding their care and learning, in order to ensure a consistent approach is maintained.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- maintain a record of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- maintain a record of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register).

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY470216
<b>Local authority</b>	Manchester
<b>Inspection number</b>	943992
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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