

Inspection date

17/09/2012

Previous inspection date

18/08/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not hold a current first aid certificate.
- The policy and procedures for assessing risks to children's safety are not effective. The premises are not always made safe and clean before children arrive. There is an over reliance on the supervision of children rather than removing or minimising hazards. This makes it difficult to demonstrate how risks are managed if asked by parents.
- The quality of information exchanged with parents is inconsistent and sometimes out of date. This means that parents are hindered in their ability to become involved in their children's learning.
- There are weaknesses in the quality of the educational programme and the quality of the teaching and learning.
- The childminder does not evaluate her practice against the requirements of the Statutory Framework for the Early Years Foundation Stage. Her self-evaluation system is not strong enough to identify where legal requirements are not fully met, particularly in relation to record keeping.

It has the following strengths

- Children gain an understanding of the world while on outings in the community. They enjoy first hand experiences, such as touching the ponies at the stables and the llamas at the children's farm.
- Children learn to socialise with other children when they attend local groups.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed activities, including lunchtime, in the rear and front room.
- The inspector inspected the kitchen, rear yard and first floor bathroom.
- The inspector looked at the records kept and the policies and procedures.
- The inspector spoke with the childminder at appropriate times throughout the observations.

Inspector

Lynne Naylor

Full Report

Information about the setting

The childminder was registered in 2003. She lives with her husband and child aged 12 years in Elton, Bury. She uses the whole of the ground floor and the first floor bathroom for childminding. Children do not have access to an outdoor area. The rear yard houses guinea pigs and is used by the pet dog.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. She cares for children on weekdays from 7am to 5.30pm, all year round. She currently has five children on roll, of which three are in the early years age group.

What the setting needs to do to improve further

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

- obtain a current paediatric first aid certificate
- ensure children's safety by keeping the premises and equipment clean and making sure the furniture, equipment and toys are safe for children to use
- implement a policy and procedure for assessing risks to children's safety and be able to demonstrate how risks are managed if asked by parents, by identifying aspects of the environment that need to be checked on a regular basis, when and by whom they have been checked, and how the risk will be removed or minimised
- improve the quality of information exchanged with parents by; - agreeing how the individual needs of children will be met, particularly in relation to sleeping and eating - enabling parents and carers to share what they know about their child's learning at home
- keep a written record of complaints and their outcome
- improve the quality of information exchanged with parents and carers by; - agreeing how the individual needs of children will be met, particularly in relation to sleeping and eating -enabling all parents and carers to share what they know about their child's learning at home
- improve the quality of teaching and learning by observing what children do and how they learn, assessing each child's progress across all seven areas of learning, and building on what children know and can do.

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

- evaluate practice against the requirements of the Statutory Framework of Early Years Foundation Stage and secure continuous improvement that improves children's life chances.

Inspection judgements

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

The childminder has some awareness of children's abilities as they have been attending the setting for some time. She plays alongside children and chats with them, which

increases their vocabulary and communication skills. She encourages children to count items, name shapes and join together pieces of puzzles. This supports the development of some aspects of their mathematical skills. Children also practise early writing skills as they make marks on paper with wax crayons. However, planning does not sufficiently cover the seven areas of learning and does not provide interesting activities in enough depth or breadth to provide adequate challenge for children. Observations and assessment are not frequent or accurate enough to build on children's progress. This means children are making insufficient progress, and the childminder does not implement any action where children may be falling behind.

Partnerships with parents are of mixed quality because the strategies for engaging with them are inconsistent. Parents of babies exchange daily information in a useful printed booklet. This diary system is available for use by other parents if they make a request for written information. Parents are welcome to visit and play with their child to help them settle. Insufficient information is currently available to keep parents well informed about their child's achievements and progress. Similarly, systems to help parents share what they know about their child are insufficient to help the childminder in the planning of appropriate activities. This means parents are not fully engaged in their children's development and learning and children are not well prepared for school or their next stage of learning.

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

During their initial visits, some information is obtained from parents about what children like and dislike and some information to ensure continuity of their care; however, this is inconsistent. Most of the legally required information regarding the individual needs of children is also requested and recorded, although this is not always sufficient in relation to their personal care needs and sleeping habits in order to provide consistent care.

When indoors, the childminder chooses a toy and plays with the children. For example, after completion of a matching card game, crayons and paper are brought out followed by a shopping game. Children form a bond with the childminder as they play games together and chat about their families. However, children are not able to initiate or extend their own play as toys and resources are not readily available for children to choose. Opportunities for children to develop independence, explore their surroundings and use their imaginations are limited to outings and when they attend group activities. This is because the childminder fails to manage risks and hazards around the setting effectively.

The childminder supports children to develop an understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs. For example, they eat homemade foods, such as tomato pasta. Children are not currently using the rear yard for outdoor play; however, they exercise while on outings in the area. For example, they use equipment at the local park and visit a children's zoo, where they touch animals, such as llamas and pigs. Sometimes, children enjoy visits to the stables to look at the childminder's ponies.

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

The childminder does not sufficiently monitor or evaluate her practice against the requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, there are several breaches of the specific legal requirements, which compromise children's safety, welfare and development. The childminder does not hold a current first aid certificate and her certificate expired two years ago. At the time of inspection, the premises indoors and outdoors were not clean and safe before children arrived. Some weaknesses, such as the lack of first aid certificate and a suitable risk assessment, also impact on older children who are cared for under the Childcare Register.

The childminder explained that the kitchen is usually cleaned before children arrive. She also said she has a safety gate to prevent access to the kitchen; however, this was not in place or seen at the inspection. The childminder does not provide an environment which is welcoming, safe and stimulating. For example, cleaning fluids including bleaches, spray polish and washing powders are left out at the back of the sink. In addition, a bag of animal food was left on the floor, and food remains and a kitchen knife were accessible on the work surface. In the rear room, the edges of the flooring, and the plaster wall and open brickwork, are accessible to children. The childminder recognises this as a hazard to inquisitive fingers and said she ensures that children do not touch the areas. The sofa is ripped in a number of places, with the filling exposed, which is a hygiene and fire risk. The childminder said the children do not use the sofa. There is a written risk assessment; however, it does not identify aspects of the environment that need to be checked on a regular basis, when and by whom they have been checked, and how the risk will be removed or minimised; many of the hazards identified at the inspection had not been included.

Children move between both rooms on the ground floor. There is a bookshelf and some boxed games within reach of older children; however, younger children's access to toys is limited to what the childminder gets out for them. Their ability to choose, explore and initiate and extend their own learning is restricted. The childminder is aware that currently she does not fulfil her responsibilities in meeting the learning and development requirements and has abandoned previously used systems for planning and assessment. She is aware of the benefits of working in partnership with other settings that children attend and has taken steps towards working with them.

Parents are welcome to visit prior to their child attending and are provided with a written summary of some aspects of the provision and some useful policy statements. The main policies are kept in a file, which parents may read on request. Some required records are suitably maintained, such as records of attendance, the administration of medicine and accidents. However, the childminder was not able to provide a summary of complaints.

Systems for evaluating and monitoring the quality of provision for children are poor. The childminder has not been effective in evaluating her provision and practice, and has not

identified and put in place all the requirements of her registration.

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:

- obtain a first aid qualification ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare
- ensure that all necessary measures are taken to minimise any identified risks, particularly in relation to the storage of cleaning materials, animal food and kitchen tools
- keep a written record, for a period of three years, of complaints, including the outcome of the investigation and the action the provider took in response.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within

	12 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

Unique reference number	EY274446
Local authority	Bury
Inspection number	883398
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	18/08/2009
Telephone number	

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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 that are usually their 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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