

Inspection date	15/10/2012
Previous inspection date	02/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The learning environment is welcoming, child focused and offers a range of stimulating resources, which are independently accessible and promote children's interests.
- Children feel safe and secure with the childminder. She provides a caring and loving environment where children have familiar routines and talk regularly about their home life.
- The childminder helps children to develop a good understanding of healthy lifestyles. She encourages them to manage their own hygiene and personal needs confidently and competently.
- The childminder uses resources well to communicate effectively with children, which successfully promotes their communication and language skills.

It is not yet good because

- The educational programmes are not yet covered in sufficient breadth and depth across the seven areas of learning.
- Planning and assessment systems are not fully embedded to ensure they are precise and consistent and clearly identify children's next steps in learning.
- Parents are not fully encouraged to be involved in their child's learning and development, by contributing to the learning journals.

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 inspected all areas of the premises used by the children.
- The inspector observed children's activities in the breakfast room and the play room.
- The inspector spoke with the childminder at appropriate times throughout the inspection and observed lunch time.
- The inspector reviewed relevant documentation, including children's learning files, and a sample of policies and procedures.
- The inspector spoke with the childminder about her self-evaluation process and aspects of her practice.

Inspector

Marina Anna Howarth

Full Report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three daughters aged 15, 18 and 22 years in a house in Droylson, Manchester. She uses the playroom, breakfast room, conservatory, kitchen and rear enclosed garden for

childminding.

The childminder has completed a National Vocational Qualification (NVQ) at level 3 in early years. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, two are in the early years age group who attend for a variety of sessions and five are school-age children who attend before and after school. The childminder operates all year round, except for family holidays.

What the setting needs to do to improve further

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

- improve the delivery of the educational programmes by introducing a systematic approach to planning activities, to ensure there is depth and breadth across the seven areas of learning
- develop the current assessment systems to monitor children's progress and to address any learning and development needs.

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

- enhance further the systems that successfully reflect the views of parents in their child's learning journal records.

Inspection judgements

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

The childminder demonstrates a basic knowledge of the revised Statutory Framework for the Early Years Foundation Stage, in relation to the learning and development requirements. The educational programmes provide a suitable range of activities to enable children to make sufficient progress in their learning and development. She engages well with the children and provides activities that reflect their interest and motivate them to play and explore. She liaises with parents on a daily basis to discuss what children have been doing at home and what activities she intends to provide. However, although all children do make progress, there is no systematic approach to planning to ensure that each area of learning is covered in sufficient depth and breadth within the educational programmes.

The childminder works closely with parents on the point of entry, obtaining detailed information to establish what children can do and uses this information well to form a

baseline assessment. Through discussion the childminder demonstrates that she has a sound understanding of their developmental progress from information she gathers through conducting regular observations and has begun to make links using the Development Matters guidance. However, the recent introduction of a formal system to monitor children's progress and clearly identify their next steps in learning is not yet fully embedded. As a result, the childminder's knowledge of the next steps in children's learning is not yet accurate and concise. Whilst the childminder has yet to implement the progress check at age two years, she has discussed this with parents and has the relevant format in place to complete.

The childminder skilfully supports children's communication and language skills by providing activities of personal interest. She interacts with their doll play by talking to them, giving simple instructions to test their knowledge and understanding and repeating phrases back to help younger children to consolidate their vocabulary, such as 'yes, baby has gone to sleep'. Older children enjoy mark making with pens and pencils and enjoy accessing a variety of books to share stories and factual information. Younger children are discovering the concept of counting in sequence as the childminder introduces counting in everyday tasks, such as counting buttons on clothes and using action rhymes. They sing happily as they hold up their fingers in turn to count. When children recount an incorrect sequence, the childminder gently corrects them by repeating the process.

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

Close, secure attachments are evident between the childminder and children, who are confident and settled in her care. She promotes their well-being and independence effectively and is sensitive in meeting their individual needs. Children benefit from familiar routines and enjoy the childminder's attention and affection. The childminder takes care to ensure she obtains detailed information from parents with regard to their home routines, likes and dislikes. This helps them to feel safe, secure and content in her care. Some children have started with her as babies and her knowledge of their needs is very clear. Children are gaining an understanding of risks and keeping themselves safe through activities that enable them to use tools and resources safely, such as scissors and knives. They learn about safety in the local community as they are made aware of the green cross code. Older children are encouraged to identify potential risks and discuss resolutions to make situations safe, such as always remaining in the childminder's direct supervision when they are away from her home.

Children have access to a stimulating and welcoming environment, both in and outdoors, to support their all-round development. All areas are maintained to a high standard and are clean and safe. Resources are organised well in a variety of containers and located within easy access to enable children to make independent choices in their play. The garden is spacious and children are also provided with opportunities to visit the park. As a result, they develop their confidence and skills in climbing and negotiating spaces, large and small, and discover the importance of regular exercise. Areas of the home are used effectively to enable children to rest without disruptions and for older children to engage in more challenging developmentally appropriate activities, such as small construction toys and board games. The childminder implements consistent strategies to develop children's

understanding about acceptable behaviour. Children learn to respect and value each other's needs through activities that involve turn taking, sharing and playing cooperatively. She rewards positive behaviour with lots of praise and recognition. As a result, children are polite, caring, helpful and behave well.

Children are encouraged to develop healthy lifestyles with a good focus on developing their independence and managing their own personal needs. For example, young children instinctively know to enter the breakfast room when the childminder states it is lunch time and help themselves to wet wipes to clean their hands. They access tissues when they need their nose cleaning and role play personal care with the dolls, changing their nappies and clothes and wrapping them up warm to go in the pushchair.

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

The childminder has a good understanding of the safeguarding and welfare requirements and children's safety is promoted well. She clearly understands how to safeguard and protect children from harm. For example, daily risk assessments are conducted which helps to minimise hazards to children's safety and detailed records are maintained when recording accidents and the administration of medication. However, she is less secure in her understanding of the learning and development requirements and is still developing systems to support the delivery of the educational programmes. This results in children's progress not being monitored consistently and her not displaying an accurate understanding of children's next steps in their learning.

There is an informal self-evaluation system in place which takes into account the views of parents and children. This is achieved through daily verbal discussions with parents and information gathered from the childminder's observations of the children. She spends individual time with older children talking to them, listening to their views and implementing their suggestions, such as providing activities of their choice. The childminder demonstrates a clear understanding of her strengths and weakness and has a commitment to improvement. She has addressed all the previous actions raised from her last inspection and is currently working closely with the early years team to develop her confidence in implementing assessment systems for the revised Early Years Foundation Stage. She has attended a variety of training, such as first aid and safeguarding and has achieved a level 3 in an early years qualification. She also updates her knowledge of childcare issues through specific courses, such as positive parenting.

The childminder describes her relationship with parents as being positive and regularly shares information about their children's routines and the activities they complete. Parents contribute to the initial assessments of their children's starting points on entry and they are actively encouraged to support and share information about their children's learning and development at home. However, their views are not yet reflected in their children's journals in order that they are fully involved in their child's learning and development. The childminder has established sound working relationships with the local school and ensures that a two way flow of information is provided. Younger children visit the school setting when the childminder takes and collects older children. This helps to establish a

foundation for the transition process as they develop familiarity with the premises and staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	312025
Local authority	Tameside
Inspection number	818927
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	02/11/2009
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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