

Inspection date

15/10/2012

Previous inspection date

08/09/2009

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 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 is satisfactory

- Children feel safe and secure with the childminder who provides a caring, nurturing environment where children can learn and develop their skills and abilities.
- The childminder uses consistent and clear boundaries to promote positive behaviour; children demonstrate helpful attitudes to each other and the childminder.
- Children's language development is well supported by the childminder who develops their communication skills by extending their vocabulary and helping them to communicate their needs.
- The childminder has a good understanding of how to promote the health and safety of children in her care.

It is not yet good because

- Systems for monitoring planning and assessment is not yet rigorous enough to create an accurate picture of children's skills, abilities and progress and to clearly identify all circumstances where interventions may be needed.
- The process of self-evaluation is not yet fully developed to ensure that strengths and weaknesses are clearly identified and that there are strong links between priorities and plans for improvement.
- Systems for monitoring performance management and the identification of training needs are not fully established to help improve the childminder's knowledge, understanding and practice.

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 a range of activities in the main playroom.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at a variety of documentation, including children's observations, risk assessments, policies and procedures.
- The inspector took account of written evidence of the views of a parent.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder registered in May 1988. She lives with her husband, two young adults and a 13 year old child. The childminder's uncle also lives with the family. They have a pet rabbit. The childminder lives in the Hyde area of Tameside, close to shops, parks and the library. The whole of the ground floor is used for childminding. The side garden is available for outdoor play.

There are currently five children on roll, of whom two are in the early years age group. The childminder also cares for children aged from five to seven years, before and after school and during school holidays. She operates from 7am until 5.30pm Monday to Friday, all year round. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop the monitoring system for planning and assessment to ensure that there is an accurate picture of children's strengths and any areas where the child's progress is less than expected.

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

- review and develop the self-evaluation process to take into account the views of children and their parents make strong links between identified priorities and areas for improvement
- develop and monitor a programme of professional development to help improve knowledge, skills and practice.

Inspection judgements

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

The childminder has a basic knowledge of the seven areas of learning and provides a range of interesting and developmentally appropriate activities that help children to make steady progress towards the early learning goals. She has a sound knowledge and understanding of how children learn and this is reflected in the organisation of the environment. Toys and resources are stored in attractive baskets and boxes and children benefit from free access to them. For example, the farm and farm animals and train set are located on the floor so that children can choose their favourite independently. Children's language development is fostered through regular conversations during play and care routines. The childminder extends children's vocabulary by introducing new words, such as 'helicopter' and 'train' during small world play and repeats phrases back with supplementary words, such as 'yes, it's a blue train'. This results in children gaining the confidence to experiment with words and sounds, promoting language development well. The childminder helps children to socialise and respect the needs and feelings of

others, for example, by supporting them to take turns and share resources. She encourages children to develop physical skills, for example, by modelling the use of writing tools and teaching them how to throw and catch a ball.

The childminder considers children's interests and needs when planning activities based on her knowledge and understanding of children's prior skills. She observes the children closely, listens to them and asks relevant questions during their play in order to improve their learning. She completes adequate assessments but they do not always clearly identify the next steps for individual children's learning. The childminder places a strong focus on engagement with parents to ensure she has sufficient information about children's starting points on entry and they are regularly updated on their children's progress. Close relationships with parents ensure that they are confident to share information about their children's learning and development at home.

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

Children develop strong, close relationships with the childminder which ensures that they form secure emotional attachments. This enables children to develop their independence and the skills they need for future learning. Children display a sense of self-esteem and confidence, learn to cooperate with their peers and develop a sense of belonging within the provision. The childminder provides consistent and clear boundaries to promote children's positive behaviour. Children settle well because the childminder takes the time to get to know the children and their individual likes, dislikes and care routines. They seek the reassurance and comfort of the childminder if they are upset, hurt or tired. Children enjoy calm quiet times when they snuggle up to the childminder and interact in one to one activities, which also provide them with opportunities to develop strong relationships. The childminder ensures children are kept safe at all times, for example, teaching them road safety going to and from school and the dangers of strange dogs. Regular fire evacuation procedures are undertaken so children learn what to do in an emergency.

Children learn to investigate and explore as they use materials including treasure baskets, dough, and paints and as they learn about living things in the outdoor environment. They are developing their self-help skills which are relative to their ages, for example, children cooperate in care routines and manage their own toileting needs. Children learn about the importance of hygiene routines and hand washing, for example, the childminder explains to children why they need to wash their hands before and after meals. They have opportunities for fresh air and exercise on their daily walks to and from school, regular visits to the nearby field and when playing in the garden.

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

The childminder is enthusiastic and enjoys her work with the children which results in them displaying a sense of curiosity and enjoyment in what they are doing. She accesses mandatory training, such as first aid and safeguarding, to ensure that she fulfils her

responsibility to keep children safe. There are clear policies and procedures in place which the childminder understands and are implemented consistently. However, the system for continuous professional development training is less developed to help the childminder to further improve her knowledge, understanding and practice. She is aware of the strengths and weaknesses of both her practice and the provision. All actions and recommendations made at the last inspection have been addressed, for example, risk assessments are now in place, reviewed regularly and include the premises and outings. The childminder has completed a self-evaluation form which identifies areas for improvement but does not yet include the views of parents and their children in order to support children's learning over time.

A process is in place to observe and assess children's progress and the childminder ensures all children access a broad range of resources and experiences that meet their individual needs. Children with needs in specific areas of learning are targeted and monitored so that appropriate interventions can be sought if necessary. However, the monitoring of the observation, planning and assessment system is less established in order for the childminder to gain an accurate picture of children's abilities, skills and progress. The childminder has positive relationships with parents and regularly shares information about children's routines and the activities they complete. Parents are complementary about the service and her commitment to meet children's individual needs.

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	312209
Local authority	Tameside
Inspection number	818939
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	5
Name of provider	
Date of previous inspection	08/09/2009
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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