

<b>Inspection date</b>	19/10/2012
Previous inspection date	19/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder has formed positive relationships with children, which helps them to feel secure and comfortable in her care.
- Children have access to a suitable selection of resources that are well used and fit for purpose. Children can freely access toys as they are easily accessible, which increases their independence skills.
- The childminder has a clear understanding of safeguarding requirements, which helps her to promote children's welfare.

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

- Processes of self-evaluation are developing but are not yet fully established. As a result, the childminder does not have any current plans for improvement.
- Children's learning journeys give a useful pictorial record of their time with the childminder but the observations that accompany the photographs are not sufficiently evaluated to ensure that progress can be monitored and the next steps in children's learning identified.

## 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 the interaction between the childminder and the children.
  - The inspector looked at the documentation kept by the childminder to ensure the safe and efficient management of the setting.
- The inspector discussed the process of self-evaluation with the childminder and how
- she obtains the views of parents and children to ensure her setting meets their needs and to identify areas for future improvement.

## Inspector

Joanne Ryan

## Full Report

### Information about the setting

The childminder was registered in 1996. She lives with her husband and two adult children in the Audenshaw area of Tameside, close to shops, parks, schools and public transport links. The ground floor of the childminder's home and the bathroom are used for childminding. There is a secure garden for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has six children on

roll. Four are in the early years age range and attend for a variety of sessions and two are school-age children. She is open all year round from 7.30am to 6pm Monday to Friday. The childminder collects children from local schools.

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

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

- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan the next steps for their individual learning.

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

- develop the use of thorough self-evaluation to be more consistent in identifying weaknesses, in order to be effective in prioritising and planning for future improvements that support children's achievements.

### **Inspection judgements**

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

The childminder provides a welcoming home environment where children demonstrate they feel happy and enjoy being with her and each other. The childminder knows the children well and talks confidently about their individual routines, likes and dislikes. She is continuing to develop her knowledge and understanding of the Early Years Foundation Stage and is able to provide a range of activities and experiences that cover all the seven areas of learning. Children are able to easily access a wide selection of resources and are given lots of opportunities to make their own choices.

The childminder identifies the starting points in children's learning and development through discussion with parents when children first attend for their settling-in sessions. Each child has their own individual folder in which there are photographs and written evidence, about what children are doing. However, the methods to evaluate these observations do not identify what children have achieved in the seven areas of learning. Consequently, it is difficult to monitor children's progress and to plan effectively for the next steps in their learning. Parents are given the children's individual folders and are invited to contribute their own comments. Therefore, parents are developing a better understanding of their children's experiences in the setting.

Children benefit as the childminder gets involved in their play. She talks with children to

promote discussion and supports their communication skills appropriately. The childminder introduces children to some mathematics through the activities, such as number jigsaws and encouraging children to count. Children develop their understanding of the world as they explore their ideas playing with farm sets and they enjoy growing sunflowers in the garden. They enjoy playing with musical instruments and experimenting with the different sounds they make.

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

Children are forming secure bonds and attachments with the childminder and feel safe, knowing that the childminder is nearby. The childminder sets out an appropriate range of toys and equipment, which keep children suitably interested and engaged. Toys and resources are stored well to enable children to self-select, promoting their sense of belonging and independence. Children behave well and even very young children readily share and take turns, passing the toys to each other. The childminder follows appropriate care practices to support children's health and well-being. For example, children's dietary needs are met by their parents as they provide packed lunches for their children. The childminder promotes healthy lifestyles by providing the children with fruit, crackers and raisins for snacks and making fruit faces with the children to keep them interested. The childminder is aware of the importance of good hygiene and generally washes children's hands before snacks which means that children are learning the importance of good self-care skills.

Children are encouraged to develop healthy lifestyles and the childminder promotes outdoor play well, providing children with regular opportunities to play outdoors and explore the garden and local environment. The childminder completes a visual check of her premises on a daily basis to identify and minimise potential risks to children. This means children can move around the play space freely and safely. She regularly practices emergency evacuation drills with children. This helps children to develop an understanding of what to do in the event of a fire. Children are developing an understanding of safety as the childminder gives clear explanations. For example, while on outings they talk about road safety. The childminder prepares children for transition to school by taking them to look round the environment and talking to them about the new experience. Therefore, children encounter a smooth transition when starting school.

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

The childminder understands her responsibilities regarding child protection and is aware of the procedures to follow if concerns regarding children's welfare arise or an allegation is made relating to her. She has developed policies and procedures and shares these with parents to make them aware of her role and responsibilities. The childminder has yet to implement a system to oversee the learning and development programme in order to monitor children's progress.

The childminder is making progress and shows commitment to improve further. She makes some use of self-evaluation as she has addressed the previous actions and

recommendations by carrying out regular fire drills and updating her complaints procedure. The childminder has developed her procedure for administering medicine and has also purchased new gates to make the outdoor area more secure. However, she has not identified any current areas for development which hinders her ability for continuous improvement. The childminder asks the parents on a regular basis to contribute ideas for improvement.

The childminder has sound systems to work with parents and carers. She asks parents about their children during settling-in visits. This helps her to identify and meet children's needs and provide consistent care. She shares information with parents on a daily basis at collection and drop-off times. Relationships with other providers delivering the Early Years Foundation Stage have been effectively established. Therefore, consistency is provided for the children and any intervention needed is identified.

### 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

<b>Unique reference number</b>	312150
<b>Local authority</b>	Tameside
<b>Inspection number</b>	818933
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/10/2009
<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 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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