

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

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	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

- Children form secure attachments with the childminder, which enables them to feel safe and secure in his care.
- Children develop confidence and independence skills as they choose from a wide range of toys and equipment.
- The childminder prioritises children's safety and ensures that all aspects of his practice keep children protected from harm.

It is not yet good because

- Observations and assessments of children's progress are not robust, which restricts the childminder's understanding of what children know and can do.
- The childminder is not using self-evaluation effectively to drive improvement or support children's achievements.
- Parents are not always encouraged to contribute to children's learning to further enhance children's experiences.

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 in the main playroom.
- The inspector spoke to the childminder at regular intervals throughout the inspection.
- The inspector checked relevant documentation, including the childminder's policies and procedures, and certificates of registration and insurance.
- The inspector took account of comments from parents supplied in a letter and via children's daily diaries.

Inspector

Julie Firth

Full Report

Information about the setting

The childminder was registered in 2012. He is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and two children aged two and nine years in a house in the Failsworth area of Oldham. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends many toddler groups and activities at the local children's centre. He visits the shops and park on a regular basis. He collects children from the local school.

There are currently four children on roll, three of whom are within the early years age group and attend for a variety of sessions. He operates all year round from 7.45am to 5.30pm, Monday to Friday, except bank holidays and 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 observation and assessment of children's learning, in order to gain a clear understanding of their levels of achievement and to plan meaningful learning experiences that support their next steps.

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

- extend partnerships with parents by increasing opportunities for them to contribute to their children's learning and share their views about the quality of the setting
- use self-evaluation to monitor the provision effectively and identify strengths and prioritise areas for development in order to improve the quality of the provision.

Inspection judgements

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

The childminder has only been caring for children for a short time. He is starting to undertake observations and children's development files contain a useful pictorial account of their time at the setting. He is beginning to familiarise himself with Development Matters and plans some experiences to support children's next steps in their learning. However, planning around children's individual needs is in the early stages. Furthermore, as the children are new to the setting, assessments do not fully indicate what children know and can do across all the areas of learning to help ensure sufficient challenges are provided.

Children are self-confident and happily explore their surroundings. This promotes their decision-making skills and freedom of choice from an early age. Overall, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

Children use a sufficient range of toys and practise pushing buttons and pulling switches to operate them. They are learning to understand technology by showing interest in simple mechanisms and how they operate. The childminder is aware of children's interests and uses resources appropriately to support some of their learning. For example, the childminder encourages children to listen to a puppet show and asks them to name the animal character he is holding. This results in children communicating within a small group. There are lots of labels around the home which identify everyday objects and encourage children to recognise that print carries meaning. The childminder makes suitable use of questioning to extend children's learning and encourages them to repeat and practise words. Children's physical skills are developing appropriately as they practise their balancing skills when climbing up the steps of the slide in the childminder's garden.

The childminder is attentive and responds well to the children. He interacts warmly with them, sitting on the floor so that he is at eye level, participating in their chosen activities and offering encouragement as they try new things. Children enjoy listening to rhymes and move to the sound of songs as they begin to express themselves creatively. They have suitable opportunities to use a range of different media and textures to create their own ideas, such as making marks through art. They practise early writing skills and make marks as the childminder encourages them to hold a crayon correctly. There are strong relationships with parents and letters include positive comments regarding the good care their children receive from the childminder. However, the childminder is not asking parents to contribute to children's learning, which means they are not fully involved in supporting their child's ongoing progress.

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

Children are very happy and settled in the care of the childminder. He strives to get to know the children and families well and provides a welcoming and caring environment in which children are confident to explore their surroundings. He gathers and records relevant information from parents about the children's care routines, which enables him to successfully meet their individual needs and support a smooth transition from home into his care. Children are offered reassurance when needed and the childminder responds appropriately to their needs. Consequently, children are starting to develop close bonds with the childminder.

Children develop confidence and independence as they choose from a wide range of toys and equipment and they concentrate well on their chosen activities in the dedicated play area. Children know where things are and confidently self-select resources from the low-level storage units and boxes. They form positive relationships with the childminder and their self-esteem is growing because of the praise and encouragement he gives to them. Children show how safe they feel in his care by going to him for cuddles and reassurance if they need it.

Children's personal, social and emotional skills are developing successfully because the childminder provides activities, both at the setting and in the local area, to support their

play and enjoyment. For example, children are encouraged to mix with others as they attend the local groups. Children enjoy nutritious snacks and meals and the childminder introduces the concept of healthy eating from an early age. They independently access drinking water when they need it and enjoy outdoor activities, such as using the local parks and enjoying walks as they explore the surrounding community. This supports their understanding of the importance of exercise. Children behave well because the childminder implements clear rules and boundaries consistently. They are encouraged to share and take turns and mix very well with the childminder's own children. As a result, children learn about right and wrong and develop a good understanding of the childminder's expectations.

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

Overall, the childminder has a sound understanding of how to support children's learning and development, by implementing effective monitoring and assessment. However, he does not consistently use observations to inform planning and assessment in any depth. He continues to develop his skills by attending some training and using his own research to enhance practice. All required documentation for the safe and efficient management of the setting is in place. The childminder records children's personal information in individual files which are kept secure. Safeguarding procedures are effective because the childminder has a clear understanding of child protection procedures and knows how to implement them to protect the children in his care. He knows how to obtain advice, guidance or support should he be concerned about a child's welfare. He also completes risk assessments to ensure children benefit from being cared for in a safe and secure environment.

The childminder is beginning to use self-evaluation to identify ways to review his provision, but this is not rigorous enough to identify all of his strengths or areas for improvement. Furthermore, he does not encourage parents to share their views in a formal format about the quality of the setting, in order to improve experiences for their children, although verbal discussions are held daily. The childminder is aware of the importance of partnership working with other agencies and providers to promote consistency in children's care and learning. He has positive relationships with the local children's centre where he attends the 'Dads club' and he is starting to work with Sure Start to gain a further knowledge to enable him to enhance children's development.

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

EY448928

Local authority	Oldham
Inspection number	809482
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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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