

Inspection date	01/03/2013
Previous inspection date	27/09/2011

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

- The childminder understands the importance of promoting the safety and welfare of children in her care. She continually assesses and minimises risks to enable children to use the indoor and outdoor environment safely.
- Children are confident and secure in the setting. As a consequence, they build attachments and bonds which promote their well-being and independence.
- The childminder uses consistent and clear boundaries for children to help develop their understanding of acceptable behaviour.

It is not yet good because

- Information gained from observations and assessments are not used consistently to plan for children's next steps in learning. As a result, children do not make best progress.
- Information is not consistently gathered from parents about their children's learning, to further enhance the planning of future activities and help parents support children's learning at home.
- There are fewer opportunities, in relation to other areas of learning, for children to express and develop their own creative ideas through a wide range of media and materials.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's activities in the main playroom and outdoor environment.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at various documents including policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector discussed the childminder's process for self-evaluation.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 1997. She lives with her husband and adult son in Stalybridge, Tameside. The whole of the childminder's home is used for childminding purposes and there is an enclosed garden available for outside play. The family has a bird and several fish as pets.

There are currently 13 children on roll, two of whom are within the early years age group. The childminder operates Monday to Friday from 8am to 6pm all year round. She visits the local park on a regular basis and collects children from the local schools and pre-schools.

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:

- make use of ongoing observation and assessment and use this information to plan enjoyable and challenging experiences for each child to ensure they consistently make good progress towards the early learning goals.

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

- encourage parents to consistently share what they know about their children in relation to their learning and development, and use this information to plan for children's future learning and help parents support their children's learning at home
- develop the educational programme for expressive arts and design further by providing opportunities for children to independently explore a wider range of media and materials to extend their creativity skills.

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 Early Years Foundation Stage and provides a suitable range of activities that help children to make steady progress towards the early learning goals. She generally understands child development and how children learn and

this is reflected in the resources she provides. Toys are developmentally appropriate, freely accessible and children benefit from independent access to them. For example, books, jigsaws, and soft toys are located at floor level so that children are able to make choices about what they want to do. The childminder helps children to learn to socialise and respect the feelings of others by teaching them to share and take turns.

Children's communication and language development is fostered through conversations during play and care routines. The childminder encourages children to listen to stories and rhymes and as a result, children develop a genuine love of books. Very young children demonstrate their literacy skills as they join in with repeated phrases such as 'I'll huff and I'll puff and blow your house down'. Children develop small muscle control as they make marks with pens, open flaps in books and press and twist buttons on interactive toys. A range of equipment available in the outdoor environment promotes children's control and coordination as they have opportunities to ride wheeled toys, slide, and jump and use digging tools. The childminder provides children with opportunities to develop their imaginative skills by providing resources, such as dressing up clothes, small world toys and construction toys. However, craft activities are generally adult-led and mainly focus on creating an end product. Consequently, children have fewer opportunities to independently explore media and materials to enable them to express and represent their own individual creative ideas.

The childminder generally considers children's interests when planning activities based on her knowledge and understanding of what they can do. However, information from observation and assessment is not used consistently to plan for children's future development needs. As a result, children do not make best progress. In addition, activities and experiences are not always planned to fully match their needs.

The childminder works with parents to ensure she has sufficient information about children's learning on entry and she keeps them informed about their children's progress through daily conversations. However, the childminder does not consistently encourage parents to provide information about their children's learning at home. Therefore, planning for children's future learning and helping parents to support their children's learning at home is less effective.

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

Children develop close relationships with the childminder which ensures they form secure, emotional attachments. This enables children to develop their independence and the skills and abilities they need to prepare for their future learning and school. Their behaviour demonstrates that they feel safe and secure with the childminder. For example, they interact with unfamiliar persons, knowing that there is a trusted adult close by. Children display a sense of self-esteem and confidence, learn to cooperate with their peers and develop a sense of belonging within the provision. However, some resources and activities do not fully support children's all round development.

The childminder encourages children to do things for themselves and at the same time supports them with tasks if they need help. They are happy and content and enjoy their

time with the childminder. Children respond well to praise and encouragement they receive when they achieve a task. The childminder provides clear and consistent guidance and uses positive praise and encouragement to teach children about appropriate behaviour.

Children settle well because the childminder takes the time to get to know them, their individual likes and dislikes and care routines. They are developing their self-care skills as they learn how to use a spoon competently and cooperate with tasks, such as nappy changing. The childminder intuitively recognises when children are tired, hungry or need their personal needs attending to, and responds quickly to keep the children comfortable. Children are confident to seek out the reassurance and comfort of the childminder if they are upset. The childminder ensures that children benefit from regular fresh air and exercise and their personal care needs are consistently met to promote their physical and emotional well-being. She promotes children's good health and safety within the provision. A varied menu provides children with opportunities to enjoy healthy meals and snacks and any specific dietary needs are known, respected and catered for. For example, children enjoy a variety of fresh fruit, toast, cereal and pasta dishes. The childminder helps children to learn how to keep themselves safe. For example, she reminds children to be careful as they play and teaches them about road safety and staying safe in the car as they go to and from school.

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

The childminder demonstrates an appropriate understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. She is aware of the safeguarding procedures and knows what to do and who to contact should there be any cause for concern. Organisational policies and procedures are implemented in order to maintain children's safety and well-being. Risks are managed well and therefore, children's safety is promoted.

The childminder evaluates the environment to ensure that children are offered a range of activities and experiences to promote most areas of learning. She carries out regular observations and uses photographic evidence to record children's learning and development. The programme of experiences, activities and opportunities is appropriate and generally helps children make steady progress towards the early learning goals. The childminder observes how children play and learn and what they like to do to ensure she provides resources that mostly support their individual interests. There is appropriate monitoring of children's progress to identify any gaps in children's learning. The childminder has completed a self-evaluation form to identify the strengths and weaknesses of the provision. She is enthusiastic about her work with the children and is committed to improving the service she provides. The action and recommendations from the previous inspection have been mostly addressed. However, the recommendation relating to observation and assessment has not yet been fully addressed. For instance, the childminder now carries out spontaneous and meaningful observation and assessments, although they are still not consistently used to plan for children's future learning. The childminder undertakes basic training such as first aid and safeguarding to update her

knowledge and skills.

The childminder has a positive relationship with parents. They are provided with a copy of the policies and procedures and know what to do and who to contact if they have any concerns. The childminder has not yet had reason to establish links with other early years providers or external agencies. However, she understands the importance of partnership working in order to ensure continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	312155
Local authority	Tameside
Inspection number	818934
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	27/09/2011
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, which are usually the childminder's 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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