

Inspection date	05/03/2013
Previous inspection date	25/02/2010

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 undertakes regular observations of all children. This informs the childminder of children's likes and dislikes which she then builds into activities.
- Age-appropriate resources are used to support teaching and learning as children move towards the early learning goals.
- The childminder has an understanding of the importance of working with other professionals. She meets with childminders, other providers and the local authority support team on a regular basis.
- The childminder has appropriate relationships with parents and shares information through daily verbal exchanges.

It is not yet good because

- The childminder does not use information gained from observations to track children. Therefore, learning experiences are not always fully matched to children's needs.
- The childminder does not have thorough self-evaluation in place which takes into account the views of children and parents and consistently plans for improvement.
- Communication between the childminder and other providers at times of transition are limited. Therefore, children are not always well supported during times of transition to other settings.

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 activities and children at play throughout the inspection.
- The inspector spoke with children and the childminder throughout the inspection.
- A sample of relevant documentation was observed by the inspector.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Royton, Oldham. The whole of the ground floor and an enclosed garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30 until 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- ensure that information gained through observing children is used more consistently to plan developmentally supportive learning experiences which will maximise children's progress.

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

- develop self-evaluation further to clearly identify and implement areas for development and to take into account the views of children and parents
- extend methods of communication with other providers at times of transition, in order to ensure that all providers are aware of children's individual needs.

Inspection judgements

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

The childminder has a satisfactory knowledge and understanding of how to promote the learning and development of young children. She offers activities which provide learning across all areas of learning. For example, children look at books which contain safety mirrors, looking at their reflection and observing their own movements. This supports children's personal, social and emotional development. The childminder supports children during their play by sitting on the floor with them and engaging in their play. She models how to use different resources so that younger children begin to understand how to use

different resources. Children choose from resources which support them in their learning and development, such as construction toys, books, jigsaws and role play equipment. Teaching is satisfactory because learning experiences are not always matched to children's needs.

The childminder plans activities based around children's interests. For example, children interested in creative play are supported by the childminder at Chinese New Year by making snake decorations and Chinese lanterns. The childminder undertakes observations of children. However, she does not use the information gained from observations to track children's progress. This can result in activities that do not always support children's next steps and maximise their learning as they move towards the early learning goals. Children are making satisfactory progress in their learning and development. Children are developing their language skills. For example, children look at books and the childminder models language, providing a commentary for younger children.

The childminder shares information about children with parents through daily verbal exchanges, this allows parents to continue to support learning at home. This is satisfactory as it is predominantly information about children's care needs. Parents are invited to share information from home, for example, activities children have experienced over the weekend.

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

Children learn about keeping themselves safe by talking about road safety and the importance of wearing seat belts when travelling by car. Children are familiar and secure in routines and children enjoy being part of the setting. The childminder accommodates individual care routines as much as possible. For example, young children take their nap when they wish to. Children behave well in the setting listening carefully to instructions and interacting with the childminder. The childminder encourages children and gives consistent praise when they have done something new or completed a task. This develops children's self-esteem and confidence. The childminder offers healthy snacks and lunches. She freshly prepares food daily and includes children's favourites, such as pasta dishes, fish fingers and cottage pie. The childminder liaises with parents to ensure she is aware of children's likes and dislikes. Water and milk are available throughout the day and children independently access this by having designated drinking cups.

The childminder provides a positive role model for children by interacting with them. For example, she plays on the floor with a young child using dried pasta shapes to fill and empty a variety of different containers. She encourages children to do tasks independently and celebrates children's achievements. The learning environment is engaging as resources are stored on low shelving units or open shelving, which children can easily access. The children learn about their environment and develop their physical skills by daily walks to the local school, walks in the park and visits to local playgroups where they access a range of climbing and balancing equipment.

The childminder speaks with parents to determine children's starting points on entry and develops partnerships in imaginative ways. For example, new parents meet with the

childminder at the local playgroup so that they can see what sort of activities she offers. This supports children with settling in and building meaningful parent partnerships. The childminder supports children during times of transition by taking children to local nurseries and schools and giving children's development files to parents. However, transition procedures do not facilitate ways of liaising with other providers to ensure that they are aware of children's individual needs.

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

Children are safeguarded and protected in the setting because the childminder has a sound knowledge of local safeguarding procedures. She attends safeguarding training and understands who to contact should she have a safeguarding concern. Children are kept safe while in the childminder's care because she supervises the children and has suitable safety measures in place. For example, the childminder ensures exit doors are always locked, uses safety gates and ensures that age appropriate car seats are used when travelling by car. Children are further protected because the childminder keeps appropriate records including accident, medication and attendance records. The childminder has sufficient understanding of safety. Children move safely around the home because the childminder ensures the environment is safe. The childminder undertakes daily safety sweeps before children arrive and undertakes risk assessments for inside and outside the home to minimise potential risks. For example, on a planned outing to the zoo the childminder considers the risk of biting animals, playing on play equipment in the playground and washing hands after feeding animals.

The childminder is committed to improving practice and offering a quality service to children and families. She attends training for continued professional development, is currently undertaking further study to gain a level 3 qualification and attends childminder network meetings to keep abreast of ongoing changes. Some self-evaluation is undertaken. For example, she is currently reviewing documentation to support the progress check at age two. However, self-evaluation does not take into account the views of children and parents and does not consistently clearly identify priorities and plans for improvement.

The childminder is building her awareness of the revised Early Years Foundation Stage. She undertakes some monitoring of her planning and assessment procedures ensuring that she uses appropriate guidance to ascertain children's progress. Children develop secure attachments with the childminder as she provides a caring and nurturing environment. The childminder has sufficient relationships with parents and shows an awareness of the importance working together to support children's individual needs. The childminder works with other professionals. For example, she liaises with school staff when collecting children from school to support in their continuity of care.

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 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	503847
Local authority	Oldham
Inspection number	819349
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	25/02/2010
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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