

Inspection date	05/03/2013
Previous inspection date	22/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 form secure attachments with the childminder, which enables them to feel safe and secure in her care.
- Children are developing confidence and independence skills as they choose from a sufficient range of toys and equipment.
- The childminder prioritises children's safety and ensures that all aspects of her practice keep children protected from harm.

It is not yet good because

- Assessment for each child's progress across all seven areas of learning is not used to plan the next steps in learning for each child. As a result, learning experiences are not always matched to what children can do, or to provide them with sufficient challenge.
- The childminder does not always provide sufficient support to extend young children's developing vocabulary. As a result, children are not fully supported in acquiring the skills and capacity to build a firm foundation in their communication and language development.
- Parents are not always encouraged to contribute to children's learning and share their views about children's progress, to involve them in supporting their children's achievements.

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 in the main rooms on the ground floor.
- The inspector spoke to the childminder at regular intervals throughout the inspection.
- The inspector checked relevant documentation, including the childminder's policies and procedures, training certificates and insurance.

Inspector

Julie Firth

Full Report

Information about the setting

The childminder was registered in 1997. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Middleton, which is an area of Rochdale with her husband. The whole of the ground floor of the property, which includes the lounge, conservatory/play room and bathroom, are used for childminding purposes. There is a secure rear garden available for outdoor play. The childminder operates Monday to Friday, all year round. There are currently four children on roll, of whom three children are within the early years age group. The childminder takes children to the local park and shops in the community. She receives support from the local authority in Rochdale.

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
- extend children's communication and language development by ensuring all children receive sufficient support to extend their vocabulary.

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

- develop relationships with parents to fully involve them in their children's learning and development and to keep them informed about their achievements and progress.

Inspection judgements

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

The childminder has a sufficient knowledge of the Early Years Foundation Stage. She is familiar with children's likes and dislikes and she is starting to offer a suitable range of activities across most areas of learning to promote their development and enjoyment. Children have a sufficient amount of free play, but there are fewer adult-led activities that stretch children and challenge them in some areas. For example, the childminder does not make the most of activities to further extend children's vocabulary. She is beginning to familiarise herself with new tracking documents and can describe where the children are

up to in their development. However, she is not using Development Matters in the Early Years Foundation Stage guidance to effectively monitor children's progress. As a result, children are not always provided with challenging and interesting learning opportunities based accurately on what they know and can do.

The indoor environment is organised so that children have a sufficient play materials to explore. Children are making steady progress in the prime areas of their learning and their independence is generally promoted. For example, the childminder encourages children to eat with a spoon from an early age and she is introducing them to sitting on the potty as they attend the bathroom. She also takes them to the local groups to encourage them to mix with other adults and children. She is in the process of starting the progress check at two years with the children attending and she is beginning to use observation to record their progress. As a result, children are developing some of the skills needed to prepare them for their next stage of learning, and eventually their move into school.

Children use a suitable range of toys and practise pushing buttons and pulling switches to operate them. Overall, the childminder engages well with the children, for example, when they sit with her at the table to paint she describes the different colours and they laugh with her as they put their fingers in the paint. Children have suitable opportunities to use a range of different media and textures to create their own ideas. For example, they show great delight playing in the jelly and sticking pasta shells onto the paper to create a collage. Furthermore, they make cards for various occasions. The childminder also helps children to learn about numbers and how to count through familiar nursery rhymes. She is starting to plan around children's interests. For example, children speak about animals and the childminder cuts large pictures of their favourite animals out of a magazine and hangs them up in the playroom. Children also listen to each other as they make the animal sounds.

The childminder generally supports children's communication and language development. However, although she asks children open questions, there is scope to increase teaching and learning experiences to develop their vocabulary. For example, children are not stretched enough to repeat words during an activity and they quickly get frustrated as they find it difficult to communicate. They practise early writing skills as the childminder encourages them to hold crayon correctly. The childminder helps children to learn about numbers through daily routines when out walking and how to count through familiar nursery rhymes. Children enjoy books and readily find their favourites, either to look at them or to read with the childminder. She finds out about children's starting points from parents when they first start with her. However, she does not ask parents to contribute to their children's learning and information is not shared consistently to enhance children's learning. This means that they are not fully involved in supporting their ongoing progress.

Children's physical skills are developing appropriately. Children enjoy dancing and learning how to coordinate and move their bodies. They practise their balancing skills on the slide and ride wheeled toys in the childminder's garden. Young children learn to stand up and move along the furniture as they take their first steps. Furthermore, they attend a soft play venue in the local area to stretch their bodies and run around.

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

The childminder understands how to support children in separating from their main carers. She allows them to stay with the children when they first join her setting, and verbal communication with the families helps her to support their welfare and learning. This generally helps children to form secure attachments and eases their transitions into her care. The childminder provides a homely and welcoming environment for the children. She follows suitable care practices and routines so that children settle well and feel comfortable in her care. Children are offered reassurance when needed and the childminder responds appropriately to their needs. For example, when children want their lunch and get tired she quickly responds to their needs. Consequently, children are starting to develop close bonds with the childminder.

Children show growing confidence as they develop their self-care skills. There is a sufficient range of age appropriate toys and resources that are accessible to young children in the play room. This encourages children to explore and independently choose what they want to play with. She consistently asks them to tidy their toys away after play, helping them to follow instructions and recognise where resources go. She follows parents' wishes when they bring their own food and promotes healthy eating by providing nutritious snacks of various fruits. Children have access to drinks at all times. The childminder takes them out in the fresh air to the park and local shops. This contributes positively to their physical health and well-being.

Children learn about acceptable behaviour, as the childminder encourages them to share resources and reminds them to use good manners. They gain an understanding of risk because the childminder highlights safety issues both in the home and when out on trips. For example, she explains why children must hold onto her hand when crossing the road and they now take part in regular fire drills.

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

Overall, the childminder has a suitable understanding of how to support children's learning and development. She has met all of the actions set at the last inspection. She continues to develop her skills by attending training and is working with the local authority to enhance her practice. This has enabled her to gain a better knowledge and more confidence in relation to how to provide an effective learning environment in line with the revised Early Years Foundation Stage. She has started to observe and plan for children's next steps in their prime areas of learning. However, she is not monitoring assessment systems effectively to help her build on children's learning to ensure that they are appropriately challenged. All required documentation for the safe and efficient management of the setting is in place and she now holds a valid first aid certificate. Since her last inspection she has started to complete risk assessments to ensure children benefit from attending a safe and secure environment. The childminder records children's personal information in individual files which are kept secure. Safeguarding procedures are now effective because the childminder has a suitable understanding of child protection procedures and knows how to implement them to protect the children in her care. She

attends training which reminds her how to obtain advice, guidance or support should she be concerned about a child's welfare. Evidence indicates she is recording all incoming injuries and events that occur both inside and outside her care.

The childminder is beginning to use self-evaluation to identify ways to improve her provision. She is aware of her strengths and weaknesses, which require improvement to develop her practice. She is committed and actively strives to promote better outcomes for children. She is developing suitable relationships with parents and verbally discusses the care of their children and the daily activities that they participate in. They show satisfaction in relation to how their children are settling in and state that their children enjoy coming to the childminder. However, there is scope to improve opportunities for parents to become fully involved in their children's learning and development. The childminder is now aware of the importance of communication with other providers. She is devising a summary report to share with them to promote continuity in children's experiences when they attend more than one setting.

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	316094
Local authority	Rochdale
Inspection number	804654
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	22/03/2012
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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