

### Inspection date

Previous inspection date

18/02/2013

Not Applicable

### The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

### The quality and standards of the early years provision

#### This provision is inadequate

- The childminder's knowledge and understanding of the seven areas of learning is not yet secure. Observations, assessments and planning do not inform individual next steps in learning and so children's development is not supported effectively.
- Educational programmes do not adequately cover the seven areas of learning, particularly in the areas of physical development and understanding the world. Children do not have sufficient opportunity to take part in daily outdoor play and experience the natural environment which impacts on their well-being.
- Self-evaluation is not used effectively to monitor the effectiveness of the childminder's provision, to make sure that all requirements are met, or to clearly identify targets for improvement.
- Children's welfare is not promoted because parental permission for leaving children with an assistant, or taking them on outings has not been secured. This, alongside elements of poor safeguarding knowledge, does not effectively safeguard children.

#### It has the following strengths

- The childminder has created a warm and welcoming indoor environment in which children can make some independent choices from the resources available.
- Children are settled, happy and have formed sound relationships with the childminder and her assistant.

## 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 lounge and the conservatory, checked the outside learning environment and the safety of all areas used for childminding purposes.
- The inspector held discussions with the childminder and assistant.
- The inspector looked at documentation, children's records and a selection of policies and procedures.
- The inspector held discussions with parents.

## Inspector

Kate Smith

## **Full Report**

### **Information about the setting**

The childminder was registered in 2012 and lives with her husband and child aged two years in Swinton on the outskirts of Manchester. The living room, conservatory and kitchen are used for childminding purposes. Bathroom facilities are available on the first floor and there is a fully enclosed outdoor play area to the rear of the property. The premises are within easy reach of public transport, shops, parks, schools and community resources. The childminder is supported by an assistant and is registered on the Early Years Register and both parts of the Childcare Register. She collects children from the local school. The childminder supports children with special needs and/or disabilities. There are currently seven children on roll in the early years age range attending a variety of different sessions from Monday to Friday.

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

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

- obtain parental permission to leave children with an assistant, including for short periods of time
- obtain written parental consent for children to take part in outings away from the childminder's home
- ensure children have daily access to a safe outdoor play area to support children's physical development and well-being
- develop the educational programme for understanding of the world by providing opportunities for children to explore and investigate natural objects in the outdoor environment. Additionally, provide resources that promote diversity and difference to further support children's understanding of, and respect for others
- improve safeguarding procedures by gaining knowledge and understanding of the action to be taken in the event of an allegation against the childminder or assistant, and the appropriate use of cameras and mobile phones within the childminding setting
- analyse the information gained through observation and assessment to identify individual children's next steps in learning and demonstrate how these are incorporated into planning.

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

- improve the methods for reviewing and monitoring practice so that weaknesses are quickly identified, action is taken to address these and any required training can be sought.

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

The childminder is still developing her basic understanding of the learning and development requirements of the Early Years Foundation Stage. She is beginning to make some observations of children during their play to ensure they are happy and interested in the activities. However, observations of what children can do are not used effectively to assess children's individual starting points against the learning and development bands of the Early Years Foundation Stage. Consequently, planning for children's individual next

steps in learning is not yet in place. This impacts on the childminder's ability to provide adequate challenge to the children through the activities she provides to ensure they make sufficient progress in their learning. Nevertheless, children do enjoy their time with the childminder.

Children access low-level resources, making some choices about their play and enhancing their independence skills. Children's creativity and early writing skills are developed as they make marks with crayons on paper. The childminder encourages children's language skills and physical development as they take part in action songs, shaking tambourines, bells and banging cymbals enthusiastically. Children learn to take turns as they swap instruments. Imaginative skills are supported as children enjoy dressing up and making food in the play kitchen for the dolls they keenly push in the pram. However, there are limited play resources that reflect diversity in society and enable children to develop a positive sense of their own identity and culture.

The childminder encourages children's involvement in adult-led activities where they sit together at the table. They are asked to find certain shapes within a range of wooden bricks. However, the childminder does not tailor the learning potential of such activities to children's individual learning needs and consequently children do not engage with the activity. Younger children enjoy knocking down towers and have opportunity to use critical thinking skills as they explore activities where their actions cause effect, such as connecting chunky magnetic stacking toys. At present, children do not have access to the childminder's garden. As parental consent has not been secured for taking children on outings, for example, to the park, children have very little opportunity to engage in physical activity and exercise. This impacts on their physical development and well-being, and their understanding of the world as opportunities to observe natural objects and the outdoor environment are unavailable.

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

Children's well-being is not suitably promoted due to the childminder's lack of understanding in relation to some of the requirements of the Early Years Foundation Stage. However, the childminder does provide a warm and welcoming indoor environment for the children who are happy and have developed sound relationships with her. The childminder helps children to settle by adopting care practices and routines that have been requested by their parents and consequently, children have a consistent approach to their care. Parents comment that their children are happy and comfortable with the childminder and enjoy their time with her. The childminder and her assistant are both calm and affectionate, for example, when young children are tired the assistant cuddles them and children fall asleep in her arms.

Children are starting to understand the boundaries that the childminder applies within the daily routine. For example, as she encourages them to take turns and share toys. The childminder encourages the children's self-help skills appropriately, relative to their age. For example, older children are encouraged to use a fork to eat their pasta for lunch, and the younger children use their fingers to feed themselves. The childminder provides a balanced range of home cooked healthy meals, and snacks of fruit and banana cake.

Children are encouraged to drink water and milk. Parents provide detailed information about their children's dietary requirements and individual feeding routines, which the childminder respects, such as feeding babies jars of food brought in from home.

Children feel confident within their care environment, which they explore as they take part in play opportunities. The childminder offers activities that she thinks the children will enjoy, rather than those planned based on assessment of children's next steps in their learning. This limits their progression as activities are not matched to their individual needs or designed to prepare them for their transition to school. Children's well-being is affected by the lack of opportunity for them to develop a healthy lifestyle by engaging in daily outdoor play in the garden or at the park.

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

The childminder is enthusiastic in terms of wanting to develop her newly established childminding business. However, as yet she has not completed a self-evaluation process to monitor the effectiveness of her provision or to make sure that all requirements are met. Consequently, a number of Early Years Foundation Stage requirements are not met, and weaknesses are not quickly identified or addressed. That said, the childminder is developing her knowledge of the learning and development requirements and has recently enrolled with the local authority to access further training and support. Nevertheless, at present, monitoring of planning and assessment is not rigorous enough to ensure children make sufficient progress towards the early learning goals.

The childminder has a clear understanding of the known signs and symptoms of abuse and is aware of some of the Local Safeguarding Children Board procedures, which she would follow in the event of any concerns about a child in her care. However, she lacks knowledge and understanding of the action to take in the event of an allegation against herself or her assistant. She is also yet to consider procedures for the appropriate use of cameras and mobile phones within her childminding setting. This impacts on children's safety and welfare and also means that the assistant and children's parents are not provided with relevant information in relation to the protection of children or the childminder's roles and responsibilities.

In other respects, the childminder uses visual checks and written policies to ensure children's health and safety is appropriately protected. Written risk assessments and daily checks are in place to generally provide a suitable and safe environment. She is able to explain how she supports children's safety, such as through the use of cupboard locks on kitchen doors and practising fire drill evacuations. This enables children to learn about how to keep safe and how to respond in the event of an emergency. At the time of the inspection the childminder's garden was not available for children's use due to safety risks. This is because the childminder has recently had some building work completed at her home, and a garage door was lying flat in the middle of the back garden. While action has been taken by the childminder to reduce the risk to children through preventing their access, children do not have the opportunity to engage in outdoor play until the risk has been removed. The childminder and her assistant have both completed appropriate

paediatric first aid training so the children's welfare is not compromised in the event of an accident.

Overall, the childminder is developing positive relationships with parents and shares information with them through daily discussions. She has recently implemented the use of daily diaries in which she details information mainly about children's care needs with brief comments on activities children have taken part in. The childminder has not, however, obtained parental permission to leave the children in the sole care of her assistant, which she does when she takes and collects children from school. This is a requirement of both the Early Years Foundation Stage and the Childcare Register. The childminder takes some of the children with her when she visits the local school in order to maintain appropriate staff to child ratios. However, she has not obtained written parental consent for children to take part in outings away from the home. Due to the lack of provision for outdoor play within the care environment at the time of the inspection, this also means that children do not have the ability to access activities and exercise in the fresh air. The childminder has developed links with the local primary school to ensure continuity for children's care. The childminder supports children with special needs and/or disabilities and works with parents to establish their individual care needs. The childminder is aware that support from other professionals, such as speech and language therapists, can be sought to support children's learning and development when required.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- obtain parental permission to leave children with a childminding assistant (Welfare of the children being cared for)
- obtain parental permission to leave children with a childminding assistant (Welfare of the children being cared for).

## 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

<b>Unique reference number</b>	EY449106
<b>Local authority</b>	Salford
<b>Inspection number</b>	882033
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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, 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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