

Inspection date	20/06/2013
Previous inspection date	07/02/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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 has an insufficient understanding of the Statutory framework for the Early Years Foundation Stage. This means she has breached several legal requirements which compromise children's safety and well-being.
- Sufficient information about each child is not recorded. Therefore, not all necessary steps are taken to keep children safe and well.
- The childminder does not monitor the progress children make. Therefore, planning is not linked to assessments. As a result, the childminder does not effectively extend and support children's learning and development.
- There is no emergency evacuation procedure in place. Therefore, the childminder is not prepared for any potential hazards that could hinder hers and the children's escape should there be a fire.
- The childminder does not obtain sufficient information from parents regarding what children can already do before they start her provision. As a result, she cannot demonstrate the progress children make whilst in her care.
- Self-evaluation is weak. Improvements that are identified are not quickly addressed, which has a significant impact on children's care and safety.

It has the following strengths

- The childminder provides a suitably resourced environment in which children play and explore confidently. Children are comfortable in her care.

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 childminder's home and had a tour of the premises.
- The inspector held ongoing discussions with the childminder at convenient times throughout the inspection.
- The inspector ensured the views of parents and children were included through questionnaires and discussions with children.

Inspector

Karen McWilliam

Full Report

Information about the setting

The childminder was registered in 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in the Alkrington area of Rochdale. The whole of the ground floor is used for childminding. Children do not currently access the outdoor garden. The family has two dogs as pets. The childminder attends local toddler groups and visits the parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, of whom two children are in the early years age group and attend for a variety of sessions. The childminder operates for 48 weeks a year, from 7.30am until 5.30pm, Monday to Friday. She has a childcare qualification at level 3. The childminder is a member of the Professional Association for Early Years and Childcare.

What the setting needs to do to improve further

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

- acquire more skills, training and knowledge in order to consistently deliver a quality experience for all children
- ensure records are easily available and accessible to share with inspectors during an inspection
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- maintain a record of each child's full name, date of birth, name and address of each parent and/or carer who is known to the provider, which parent and/or carer the child normally lives with and emergency contact details for parents and/or carers
- ensure written parental permission is obtained before taking children on outings
- ensure the safety of children in the case of a fire or any other emergency by having and implementing a clear evacuation procedure
- observe and assess each child's progress across the seven areas of learning and use this information to identify next steps in their learning and plan challenging activities, so that they make good progress in their learning and development.

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

- obtain information from parents when children first start; find out about children's starting points in each area of learning, so that the planning of activities can be supported and progress effectively monitored, from the start of care
- improve self-evaluation by identifying priorities for improvement that benefit children the most and addressing these improvements to improve the provision for children.

Inspection judgements

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

The childminder does not have a sufficient knowledge and understanding of the seven areas of learning. Due to her insufficient knowledge she does not consistently obtain information from parents regarding what children can already do in each area of learning at the start of their placement. In addition, she has not implemented a system to monitor children's progress across the seven areas of learning. Therefore, she is unable to demonstrate the progress children make whilst in her care or how she tailors children's learning to support their individual needs. This does not ensure that children are acquiring the necessary skills in order to support their readiness for school. Although children do demonstrate a good disposition to learning, this is more due to external influences, such as regular visits to playgroups and parental involvement, rather than the quality of teaching provided by the childminder and quality of planning within the setting. The childminder has completed the progress check at aged two with some of the children in her care, although, she does not fully understand the requirement. For example, the childminder is not fully aware of the areas of learning that the check must include. As a result, planning within the childminder's setting, is in the main child-initiated and is not consistent enough to effectively build on children's progress. As a result, this demonstrates the poor understanding the childminder has with regard to the prime areas of learning.

Overall, the childminder engages appropriately in children's chosen play by involving them in conversations and asking some questions that encourage children to think critically. For example, whilst the children are engaged in a shopping game, the childminder introduces mathematical language into their play. Together they discuss money as the childminder asks them how much each item costs. As a result, children state 'I've got twenty pounds'. Therefore, this provides children with some opportunities to develop their awareness of numbers and consolidate their mathematical skills. Children have satisfactory opportunities to practise their writing skills. The childminder provides an adequate range of resources for children to make marks, such as crayons and paint. As a result, children make links with their learning at home and begin to ascribe meaning to their marks. For example, children draw an 's' and state they have drawn a snake and sound out the letter 's'. Therefore, children are provided with some opportunities to develop their literacy skills. The childminder engages children in conversations to suitably extend their communication and language skills. Regular story and song sessions offer some opportunities for children to practise their skills. As a result, children are able to request and sing along to their favourite songs. Children's imaginative skills are adequately catered for. Children state they 'want to be someone else' and try on a range of outfits and experience a range of roles. For example, children dress-up as doctors and ask for their stethoscope or twirl around in long dresses stating that they are princesses.

The childminder ensures children are provided with an adequate range of resources to support their physical skills. For example, children manipulate a range of small tools, such as crayons and paint brushes. Although children cannot currently access the childminder's outdoor area due to the unsafe conditions caused by the extensive building work, she takes the children to the local parks and fields where they use the play equipment and have space to run. In addition, children regularly attend the local toddler groups where they play with their peers and learn about each other's cultures and beliefs. Therefore, they develop a suitable understanding of the diversity of the world in which they live.

The childminder speaks to each parent daily to inform them of their child's day. Therefore,

they are suitably informed about the range of activities their child has taken part in whilst in her care.

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

Children's safety and well-being is compromised. This is because the childminder does not consistently record sufficient information regarding the children that are left in her care. Some children have no information records at all. For example, she has not completed written records of their full names, addresses, emergency contact numbers and dates of birth. In addition, although she has moved into new premises and is having extensive work carried out on her property, she has not implemented an emergency evacuation procedure. Therefore, she has not planned an escape route in case of fire, or practised this with the children. As a result, she is not aware of the potential hazards or fully supporting children to help keep themselves safe. Furthermore, she does not keep any records of the hours children attend daily. Therefore, the childminder fails to give a high enough priority to promoting children's safety and well-being.

Children are suitably supported as they settle into the childminder's home. Individualised settling-in procedures ensure the children are familiar with her before they are left in the childminder's care. Children are also encouraged to bring their comforters to help provide additional security as they are settling-in. The childminder obtains some useful information from parents during the initial visits, such as the children's likes and dislikes and routines. As a result, children form attachments with her and settle in appropriately.

Children are provided with a suitable and accessible range of well-maintained, safe and age-appropriate resources. This enables them to make choices about their play. Children are well-behaved, this is because the childminder offers lots of praise and clear and consistent boundaries. The childminder ensures children are served healthy and nutritious meals. She serves fresh vegetables and provides children with lots of fruit to eat. In addition, all the children clean their teeth after meals and play in a clean environment.

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

The childminder does not have a good enough understanding of the requirements of the Statutory framework for the Early Years Foundation Stage in order to ensure the requirements are adequately and fully implemented. Therefore, a number of legal requirements for the Early Years Register and both parts of the Childcare Register have been breached.

The childminder has a suitable understanding of her responsibility to safeguard the children in her care. She has attended child protection training and is aware of the possible indicators of abuse. Although she does not maintain a visitors' book, through discussion, the childminder demonstrates a sound awareness of how to manage visitors. For example, she ensures all the building work is carried out at the weekends when the children are not present and does not allow any unchecked individuals into her home when minding. The childminder conducts daily risk assessments of the environment.

Therefore, children are suitably protected as they play and explore.

Self-evaluation is not used effectively to drive improvements. Although the childminder has started to evaluate her service, she has not addressed the area of improvement she has identified and she has missed priorities for improvements that would benefit children the most. For example, she identified the need to access further training to improve her knowledge and understanding of the learning and development requirements, but did not address this. In addition, the childminder prioritised the house renovations above ensuring the requirements of the Statutory framework for the Early Years Foundation Stage were fully implemented and understood. For example, required records were not easily available or accessible at the point of inspection.

Parents are very complimentary of the childminder in their questionnaire responses. They state that they are happy with the care their children receive, the childminder is brilliant and they receive great feedback. However, the childminder does not obtain the required written parental permission for every child, before she takes children on outings. Therefore, she is not fully working in partnership with parents by acquiring their consent that allows her to take their children out of her setting. The childminder has a sound understanding of the advantage of liaising with local schools to support children's transition. For example, she completes a transition form when children are ready to move onto their next stage of learning. This gives teachers the ability to meet individual children's needs and ensures there is continuity in their learning.

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:

- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance (compulsory part of the Childcare Register)
- maintain a record of each child's full name, date of birth, name and address of each parent and/or carer, who is known to the provider, which parent and/or carer the child normally lives with and the emergency contact details for parents and/or carers (compulsory part of the Childcare Register)
- maintain a record of each child's full name, date of birth, name and address of each parent and/or carer, who is known to the provider, which parent and/or carer the child normally lives with and the emergency contact details for parents and/or carers (voluntary part of the Childcare Register)
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	EY256676
Local authority	Rochdale
Inspection number	923863
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	07/02/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

