

<b>Inspection date</b>	12/09/2013
Previous inspection date	09/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 demonstrates a good knowledge and understanding of children's learning and development needs. She describes activities that are appropriate for the children's age and stage of development to help them progress well.
- The childminder demonstrates through discussion the importance of promoting children's independence. She describes how she promotes this through giving children the opportunity to choose their own resources and put on their own items of clothing.
- The childminder demonstrates a suitable knowledge of the importance of providing children with healthy lifestyles.
- The childminder monitors the educational programme to give her an accurate understanding of all children's skills, abilities and progress. She identifies children who need additional support and puts appropriate interventions in place working in partnership with other professionals.

#### **It is not yet good because**

- There is scope to extend the initial information gathered from parents about children's learning, development and care needs to give the childminder a wider range of information about each child's background, upon which to build on.
- The childminder has not built a partnership with the local school so that smooth transitions are fully embedded for all children moving onto school.
- Systems of self-evaluation are not yet secure enough to drive improvements forward.

## 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 talked with the childminder throughout the inspection.
- The inspector viewed all of the childminder's documentation.

## Inspector

Joanne Ryan

## Full Report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Lees area of Oldham. The whole of the ground floor, rear bedroom on the first floor and the rear garden are used for childminding.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. There were no children present at the inspection. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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

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

- develop further the information gained from parents upon entry to the setting, in order, to ensure that effective support is able to be given so that children make best progress from the onset of care
  
- develop further the partnerships with local schools to support the smooth transition for children moving onto school
  
- develop the self-evaluation procedure in order to identify a successful improvement plan, so as to analyse and self-challenge, to improve quality.

## Inspection judgements

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

There were no children present on the day of the inspection; therefore, no direct observations of the childminder working with the children could be undertaken. However, the childminder demonstrated through discussion that her practice is based on a secure knowledge and understanding of how children learn. She understands how to extend children's learning through play. For example, the childminder describes a local trip to the farm and how children develop their understanding of the world by touching and discussing the animals. The childminder explains that she promotes children's communication and language skills by reading stories together and singing songs. The

children can use the laptop to support their skills in using information, communication technology. Children have opportunities to dress-up, paint and play with musical instruments, which promotes their imagination and creativity.

The childminder explains that she promotes children's mathematical awareness through everyday activities. For example, she provides children with opportunities to play with construction materials and jigsaws, which develops their problem solving skills. She uses mirrors with the children discussing with them their features, which supports their personal, social and emotional development. Through discussion, the childminder outlines how she promotes the skills children need for school, such as their physical development through opportunities to practise early writing skills, and using stories to help children understand the school experience. The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she demonstrates a good knowledge, based on past experience, of how to support individual progress by offering extra support.

The childminder has demonstrated through documentation and the recent implementation of an online system how she gathers information from parents when children start about children's existing capabilities in the seven areas of learning and development and uses this to plan initial activities for children. However, the information gathered from parents varies, therefore, the childminder does not always have detailed information about each child's learning and development and care needs in order to best support the children to progress from their current stage of development. The childminder completes observations of the children playing and ensures that they are making satisfactory progress given their age and starting points. The planning of future activities is then based upon what the child can achieve next. Parents are encouraged to continuously share children's learning by logging into the child's file, which in turn, enables parents to continue this learning at home.

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

The childminder has established a system of continuously sharing information between the setting and home by using an online system, where the childminder records the children's day and parents comment about experiences at home. This supports the childminder in providing activities that are based on children's home experiences and current stage of development. The gradual settling-in visits offered by the childminder support a smooth settling-in period. The childminder describes how she provides the parent with a report to give to the school when it is time for children to move to the next setting, outlining children's developmental stages. However, the childminder has not yet built a partnership with the school to discuss and share the child's likes and dislikes and to answer any questions the teacher may have. This means that partnership working is not yet fully effective in securing continuity of learning for children as they make the move to school.

The childminder has created pegs for the children, where they can keep their personal belongings in order to promote a sense of belonging. She demonstrates through discussion that she has a good understanding of how to manage children's behaviour effectively. She explains how she focuses on the good behaviour, offering praise and

encouragement. She supports children's understanding of behaviour and safety by giving explanations to them outlining the consequences of their actions. There are a range of resources available to children indoors and outdoors, labelled in boxes with pictures and words so that children can choose them independently and identify the correct place to put the toys away.

Through discussion the childminder defines how she provides a healthy lifestyle for children. She provides children with a healthy balanced diet. This is done by providing home cooked meals, such as cottage pie, curry and rice and fruit. The childminder supports the children to understand the importance of a healthy lifestyle by growing fruits with them and discussing healthy and unhealthy foods. The childminder takes the children outdoors daily so they have access to fresh air and exercise. She supports the children's understanding of the need for exercise by talking to them about keeping fit and the need for rest. The childminder describes how she promotes good hygiene through regular cleaning of the toys and promotes children's awareness of cleanliness through washing their hands before meals. The childminder describes how children can manage their own personal needs by using the toilet independently and having access to tissues so they can wipe their own noses.

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

The inspection took place following a complaint which highlighted the childminder had not respected the privacy of the children in her care and that information relating to children was handled in a way that did not ensure confidentiality. This was with particular regard to the use of websites and electronic communications. Since the incident, the childminder has removed all the photographs and comments from the website. The childminder ensures confidentiality by providing each parent with an individual password where they can access their own child's details. The childminder demonstrates a good knowledge and understanding of signs and symptoms of abuse and the procedures to follow if she were to become concerned about a child in her care. The childminder's safeguarding policy includes the safe use of mobile phones and digital cameras. The childminder demonstrates through discussion a good understanding of the importance of ensuring that people living or working on the premises obtain a Disclosure and Barring Check, therefore, promoting children's safety. Documentation shows that the childminder has risk assessed each area of the property to ensure that the environment is safe for children to play in. The childminder describes the risks she has considered on a recent outing to the farm.

The childminder holds a relevant qualification at level 3 and has completed safeguarding training. She recognises how her own professional development will improve her practice. The childminder sends out questionnaires to parents to gain their viewpoint on improvements to her service; parents feedback is very positive and no areas for improvement are highlighted. Systems to monitor and evaluate the effectiveness of the provision are emerging. However, these are not yet fully developed. Consequently, a clear plan for improvement is not yet in place. The childminder has a good overview of the educational programme, she regularly checks the progress children are making and plans activities that focus on the weakest areas.

Some aspects of partnership with parents are good and the online system allows parents continuous access to information about their child's progress and daily activities. However, initial information is not fully utilised to give the childminder a full view of the child's background and past experiences, so that she can securely build upon what they already know and have experienced. The childminder has established effective relationships with external agencies, such as speech therapists and educational physiologists to support children's individual needs. The childminder is not caring for any children who also attend other providers but demonstrates an understanding of the need to liaise on a regular basis.

### **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
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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>	EY358856
<b>Local authority</b>	Oldham
<b>Inspection number</b>	931851
<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>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/03/2009
<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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