

Inspection date	15/08/2013
Previous inspection date	23/07/2009

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 observations of children, which identifies their likes and dislikes. This knowledge is used to plan activities to support children's development, in which they make satisfactory progress.
- The childminder has a satisfactory knowledge of safeguarding and undertakes risk assessments and safety sweeps. This practice helps to minimise risks for children.
- Secure attachments are in place which support children's emotional well-being.

It is not yet good because

- Assessment and tracking of children's progress is not yet consistently embedded in practice. This means that planned activities do not always offer appropriate challenge or consistently identify children's next steps in learning.
- The educational programme and activities require further development, in order to offer consistent challenge throughout all areas of learning.
- The required progress check at age two is not carried out routinely, in order to identify children's strengths and to provide targeted support for areas where a child's progress is less than expected.
- Self-evaluation does not routinely take into account the views of children and parents to ensure that they are fully involved in the development of the provision.

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.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the childminder's self-evaluation processes.

Inspector

Elisia Lee

Full Report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 13, nine and four years in Rochdale. The whole ground floor of the house, one bedroom and a bathroom on the first floor, and the rear garden are used for childminding. The family has a rabbit, a cat and a dog as pets.

The childminder regularly attends a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, interests and learning styles, to ensure that learning experiences meet their individual needs and offer challenging learning opportunities so they make good progress
- improve the educational programme by providing challenging experiences for each area of learning and development to ensure children make progress in all areas
- ensure that a progress check at age two is undertaken so that children's progress is reviewed and to provide parents and carers with a short written summary of their child's development in the prime areas.

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

- extend self-evaluative practice so that it is rigorous and takes into account the views of children and parents, to analyse and challenge and to improve quality.

Inspection judgements

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage and uses this knowledge to plan activities which generally support children in their learning and development and school readiness. Children readily take part in activities as the childminder bases activities around their interests. For example, children use construction bricks to build towers of different height and length, and use a handheld games console to explore different learning games. The childminder becomes aware of children's likes and dislikes through discussion and by observing children as they play. However, information gained from assessing and tracking children does not consistently identify their next steps in learning. Therefore, planned activities do not always develop into challenging learning experiences for children. This results in learning experiences not being fully in place to precisely match individual learning needs or to always provide developmentally appropriate activities. As a result, children make satisfactory, rather than good, progress. Educational programmes are adequate and cover the seven areas of learning. However, they do not yet provide consistent challenge for children through well-planned activities. For example, children learn about number, phonics and letter formation through completing multiple worksheets.

Learning and teaching are satisfactory. The childminder supports children through role modelling resources, playing with children and asking relevant questions. For example, children discuss 'items needed to care for babies' and the childminder asks why certain resources are required. This strategy supports children's understanding and language development. Children confidently access different resources and initiate their own play. However, the childminder does not pose a range of questions and resources provide satisfactory challenge. This means that the impact of teaching on children's progress is satisfactory rather than good.

The childminder shows an awareness of assessment. Children's progress is assessed through the observation cycle, although their next steps in learning are not consistently identified. Some next steps are developed into planned activities, but this is not embedded in practice. The childminder has not undertaken the required progress check at age two. This means that children's progress is not specifically reviewed at this time to identify their strengths and areas for development in the prime areas of learning, and is a breach of requirements on the Statutory framework for the Early Years Foundation Stage.

Parents are involved in children's learning by discussing children's needs prior to starting at the setting, text messages as appropriate to pass on information, and daily verbal feedback. This broadly supports children's assessment as the childminder is able to understand the key skills that children are exhibiting at home.

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

The childminder is a very caring role model and secure bonds are evident. The environment is relaxed and has a 'home-from-home' ethos. Children are settled and happy, and interact with each other and the childminder with ease and confidence. They are nurtured and make their needs known. For example, children gravitate towards the childminder when she sits down and enjoy hugs and words of reassurance. The childminder gathers relevant information from parents to ensure children's needs are supported. For example, a child sleeps while others continue to play. This shows that the childminder understands the importance of liaising with parents and following a child's routine at home. Behaviour is acceptable and the childminder is quick to intervene in any disputes or unwanted behaviour. There is a clear behaviour management policy in place which supports good practice and age-appropriate interventions.

The childminder shows an appropriate understanding of risk assessment. Daily safety sweeps and risk assessments are undertaken to identify potential risks. For example, the childminder checks the outdoor area on a daily basis to ensure that it is safe for children to use. Children are building a knowledge and understanding of risk through taking part in regular emergency evacuations and everyday discussion. For example, the childminder discusses using knives properly at the lunch table and asks children not to walk around while having a drink as they may slip. Children are aware of routines and independently take part throughout different times of the day. For example, children tidy toys away, wash their hands and set the table with cutlery as they prepare for lunch. Resources are satisfactory and offer age-appropriate opportunities to engage children in learning. For example, children access different puzzles and construction kits, while younger children access stacking rings and baby gyms.

Children learn about healthy lifestyles through accessing the outdoor area every day. This allows children to further develop their physical skills through using larger equipment, such as a slide, trampoline and bikes. In addition, children regularly attend a local toddler group and visit places within the local environment, such as a children's farm and soft play centre. The childminder prepares food on the premises each day, taking into account children's dietary requirements. The childminder involves children in food preparation where possible. For example, they make their own individual pizzas using a range of fresh ingredients. Children develop their self-care skills through accessing drinking water, visiting the bathroom independently and getting dressed.

Effective transitions are in place and the childminder supports children adequately at times of transition. The childminder invites teachers into the home to discuss children's individual needs and developmental stage. If this is not possible the childminder takes children to 'taster days' at the local school, which supports them in becoming accustomed to their new environment. In addition, the childminder supports children to adapt to change through role play scenarios and discussions.

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

This inspection was brought forward as a priority due to concerns raised with Ofsted about the supervision of children during school collection. A child was left in school grounds. At

the inspection, the childminder explained that the incident had occurred while crossing the road after collecting children from school. The childminder had asked an older child to hold the hand of a younger child, when the childminder and children reached the other side of the road the older child told the childminder that they were not holding anyone's hand. The childminder immediately returned to the school grounds where the child was waiting. At inspection children were adequately supervised and the childminder showed a secure understanding of assessing risk, and the actions to take to minimise risk to children. The childminder was compliant at the time of the inspection; she has attended relevant training and ensures that children's safety and well-being are regularly reviewed through risk assessments.

The childminder has a secure knowledge of safeguarding procedures. She has attended safeguarding training and is aware of appropriate contacts for further advice and support should she be concerned about a child's welfare. Children are appropriately supervised and safeguarding practices are evident. For example, the childminder ensures that exit doors are always locked, asks visitors not to use their mobile phones on the premises and checks visitors' credentials prior to entry. In addition, the childminder keeps records of accidents, medication and attendance, which helps to further protect children and promote their welfare.

The childminder has a satisfactory knowledge of how to support children in their learning and development. For example, children are supported to develop their language skills through singing songs with repetitive text and through becoming aware of print in the environment through using different labels. Some monitoring is in place. Children make satisfactory progress in their learning and development but monitoring of the educational programme is not robust enough to ensure children make better than satisfactory progress.

Self-evaluative practice is sufficiently in place and the childminder has identified areas of strengths and weakness. She has completed an access audit and an inclusion audit which has facilitated her in reviewing her practice. In addition, the childminder liaises with the local authority early years adviser to identify areas for development. However, the views of children and parents are not routinely gathered and incorporated into self-evaluative practice, so they do not have an opportunity to help improve practice for children. The childminder attends refresher training as appropriate, such as child protection and first aid. This supports sustained improvement.

The childminder works well with other professionals. For example, she works with local authority teams and meets with school teachers at times of transition. The childminder has a sound understanding of the importance of parent partnerships, and facilitates this through baby home link books and daily verbal discussions.

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	316247
Local authority	Rochdale
Inspection number	931786
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	23/07/2009
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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