

Inspection date	02/09/2013
Previous inspection date	09/02/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- Children's learning and development is not well supported due to observation, assessment and tracking systems not being effectively implemented. This means that children's next steps in learning are not identified.
- The childminder lacks understanding of a well thought out emergency evacuation procedure. As a result, children have not had the opportunity to take part in an emergency evacuation of the premises.
- Not all the adults who live on the premises have appropriate suitability checks in place. As a result children's safety is compromised.
- A process of robust risk assessment is not developed. This means that potential hazards are not routinely identified and addressed.
- A robust system of self evaluation is not in place and the childminder does not attend regular training. As a result areas for development are not identified and effectively addressed.
- Effective partnerships with parents and other providers are insufficient, therefore, transitions are not well supported.
- Resources do not offer age appropriate challenge for all children.

It has the following strengths

- The childminder is caring and children settle well.

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 during the inspection.
- The inspector spoke with the childminder with relation to her practice and procedures.

Inspector

Elisia Lee

Full Report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and one child's spouse in a house in Rochdale. The living room, dining kitchen, playroom and toilet on the ground floor of the childminder's house are used for childminding. There is an enclosed rear garden area which is also used for childminding.

The childminder attends a toddler group at the local children's centre. She visits the park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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 all children's needs, interests and stage of development are observed in order to plan challenging and enjoyable learning opportunities, and to assess and recognise children's progress
- ensure emergency evacuations are fully understood to ensure the safety of children
- ensure notification is given to Ofsted, particularly around the suitability of all adults living on the premises to ensure that appropriate suitability checks have been undertaken
- ensure that a health and safety policy is developed and implemented, which includes identifying, reporting and dealing with accidents and hazards through robust risk assessments.

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

- implement an effective system of self-evaluation which will include opportunities for continued professional development
- further develop resources to provide age-appropriate challenge, in particular for pre-school children as they prepare to move to full-time education
- improve partnerships with parents and other providers to fully support children's transitions as they move between different settings.

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

The childminder has a limited knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Current practice does not reflect requirements and, as a result, educational programmes do not meet the needs of all children. The childminder does not identify children's developmental starting points on entry and does not identify next steps in learning. This means that children's progress is not clearly identified as effective monitoring and tracking is not in place. As a result, any gaps in learning or areas where children may need extra support are not clearly identified. Planning is weak because the childminder does not observe children's learning and assess

their progress effectively.

Children are cared for in rooms on the ground floor of the property, one of which is a playroom where resources are stored that children can adequately access. As a result, children initiate play and access resources with confidence. However, younger children sleep in the playroom which then stops older children from entering and choosing resources to initiate play. This limits children's choice in play as they are asked to identify resources they would like to bring out of the playroom before younger children sleep. This means children's interests are not recognised and developed through play. Resources do not offer age appropriate challenge for all children, particularly pre-school children. Therefore learning and teaching does not fully support children's needs. The childminder offers some support for communication and language. For example, younger children play with baby gyms on the floor while older children look at books. The childminder points to key words in the book and prompts children to repeat words after her. The childminder cares for children for whom English is an additional language; she has resources to support their needs such as dual language books.

The childminder is aware of children's likes and dislikes through parents completing a document when children first start at the setting. However, this is based on care needs rather than developmental needs and information is not used to further support children in their learning and development. Therefore this has little impact. The childminder communicates with parents through daily verbal feedback to keep them informed of activities their child has undertaken throughout the day. Children are not well supported through the transition process; as a result children are not well prepared for school readiness.

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

The childminder provides a 'home from home' caring environment where children are settled. Children have formed secure attachments with the childminder and invite her to play. Behaviour is satisfactory; children listen to instructions and respond to requests. For example, children get down from a chair when the childminder asks them to get down as they may fall. The childminder praises children and encourages independence. For example, when they have carried out set tasks.

Resources are in the main, age and stage appropriate. For example, younger children play with baby gyms and activity centres. However, pre-school children are not always challenged through resources. For example, pre printed worksheets and colouring sheets are used with children which does not support mark making and children's growing independence. Children are aware of routines. For example, they wash their hands before eating fresh fruit. Children develop some understanding of risk through discussion with the childminder. However, children have not had the opportunity to build awareness of what to do in an emergency evacuation as the childminder does not have a procedure in place.

Children develop an understanding of the importance of physical exercise by playing in the

garden, visits to the local park and attending a toddler group at the local children's centre. The childminder cooks fresh food each day and incorporates children's likes and dislikes into menus. Children often make requests for favourite meals. Children show independence through self-care, for example, they visit the bathroom independently.

Weaknesses in the delivery of the educational programmes do not help to fully prepare children for their transition to school as individual stages of development are not identified. For example, there is not a clear procedure for sharing children's information between providers. Partnerships with parents and other providers are limited and, as a consequence, children going through transitions are not well supported.

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

Leadership and management is inadequate. At the time of inspection there were multiple areas that need addressing in order to safeguard children. For example, risk assessments are not routinely carried out, the childminder has limited understanding of the importance of emergency evacuations and she has not ensured that those living on the premises have suitability checks in place. The childminder lacks understanding of the importance of safety. For example, a daily safety sweep is undertaken and recorded but the last entry is approximately three months before today's inspection. There are potential safeguarding risks as the childminder has a poor understanding of when to notify Ofsted. For example, the childminder has not notified Ofsted that an additional adult is living on the premises and does not have a suitability check. In addition, she has failed to notify Ofsted that she would like to employ an assistant. In addition, all actions have not been addressed as identified in a previous compliance, enforcement and investigation case by Ofsted. For example, some aspects of the home are not kept safe for children, the childminder is unclear on when to inform Ofsted of notifiable changes, gaps in the understanding of children's learning and development have not been addressed and procedures to identify and minimise potential risks are not consistently undertaken.

The childminder has insufficient understanding of the learning and development requirements of the Early Years Foundation Stage, which results in poor monitoring of children's progress. In addition, communication with parents through daily verbal feedback is predominantly about children's care needs rather than developmental progress. Partnership working and links with other providers are limited which does not help to support children as they move between settings or on to school.

Processes for self-evaluation are weak. The childminder has not addressed all recommendations from the previous inspection. This has an impact on the quality of children's learning as it does not allow areas of weakness to be identified and addressed. Effective systems for self-evaluation have not been developed and the views of parents, carers and children are not sought. This has an impact on the childminder's ability to identify areas for improvement. The childminder has attended statutory training but has not accessed further training to develop her knowledge, support children's learning and

development needs and improve her practice.

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:

- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises where childcare on domestic premises takes place (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises where childcare on domestic premises takes place (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (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	EY406808
Local authority	Rochdale
Inspection number	930749
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	09/02/2012
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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