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| Inspection date | 09/10/2013 |
| Previous inspection date | 31/01/2012 |

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| 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 does not have evidence to show that she holds a valid paediatric first-aid certificate, in order to deal with emergencies of this type, or a valid certificate of public liability insurance.
- The childminder does not keep a daily record and retain this to be seen at inspection, of the names of children cared for on the premises and their hours of attendance. She does not keep a record of complaints received and their outcome.
- The childminder does not demonstrate adequate knowledge of safeguarding practice with regard to when a provider would need to contact the Local Area Designated Officer.
- The childminder does not demonstrate a sufficient knowledge of how to plan, observe and assess in order to provide precise and individual learning experiences for children in the early years age range and how to monitor this.

It has the following strengths

- The childminder regularly provides parents with photographs of their children to support their engagement with their play and welfare.

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

- A range of information was reviewed by the inspector in order to prepare for the inspection.
- The inspector viewed the premises that are used for childminding.
- Samples of documentation were examined which the childminder uses when caring for children, regarding welfare and learning.
- The childminder was interviewed to ascertain her knowledge of areas, such as, safeguarding, managing children's behaviour and how to support children's learning.
- The childminder was observed while working with children and the inspector asked her about how this supported the children's care and learning.
- The inspector also asked the childminder about how she develops her skills as a childminder and how she evaluates her practice.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

The childminder registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged four, nine and 10 years in Firgrove, Rochdale. The ground floor of the childminder's home is used for childminding purposes and a room on the first floor is used for older children. One of the first floor rooms is also used for sleeping babies. There is provision for outside play in the back garden and local park. Parents use the back patio doors for the entrance. There is restricted road side parking on the estate. The family has a dog and cat, which live in the house.

The childminder provides care throughout the year, all week, from 8am to 6pm. There are currently six children under the age of eight on roll, attending for a variety of sessions. Of these, three are in the early years age range. The childminder also provides care for children over the age of eight.

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:

- improve knowledge of safeguarding practice including the role of the Local Area Designated Officer and the circumstances when a childminder would need to contact them
- provide evidence of holding a valid first-aid certificate in order to show that the childminder can deal with emergencies of this type
- provide evidence of holding valid public liability insurance in the event of this being needed
- maintain a daily record of the names of children looked after on the premises and the hours they are present
- keep a record of any complaints received and the outcome. Make sure this available to Ofsted when required
- improve the ways in which planning, observation and assessment are used to provide consistently challenging activities, which form part of educational programmes tailored to individual children's needs, which shape learning experiences for each child to help them make the best possible progress in their learning and development.

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

The childminder has a very basic knowledge of the Early Years Foundation Stage and is aware of changes, such as the requirement to carry out the 'progress check at age two'. She obtains some initial information from parents when children join the setting in order to help them settle and provide some basic activities to meet their developmental needs. However, assessment is not precise at this point and does not support the identification of any gaps in learning and hence the planning needed to address these. The childminder writes descriptions of children's activities and what they have enjoyed. She also makes 'scrapbooks' containing photographs of children engaged in activities, although none of these were available to see on the day of inspection. However, she does not demonstrate the provision of precisely targeted activities aimed at individual children. The childminder is also not demonstrating adequate ways of making precise assessments related to age expected norms of development. As a result, opportunities for learning are not providing consistent challenge and educational programmes for individual children are not in place.

Monitoring of the educational programmes is not sufficient to ensure that children receive a balance of activities across all areas of learning. Overall, the childminder demonstrates an inadequate knowledge and understanding of how to manage planning, observation and assessment in order to better support children's learning. However, the childminder provides some generally suitable creative activities that most children can share in. For example, they make a puppet theatre from a cardboard box by cutting out areas of it and then decorating it with stickers. This is intended to be supplemented by children using socks to make puppets, for use in the model theatre. The activity described by the childminder provides some opportunities for children to develop their small manipulative skills, as well as supporting social and communication development. As a result, although children take part in some appropriate activities, they are not receiving consistently satisfactory preparation for their next steps in education, through learning experiences individual to their needs.

Parents have opportunities to engage with their children's learning by the childminder sending home the 'scrapbooks' of photographs. They also receive photographs of their children, so that they can see what they do with the childminder on a day-to-day basis. The childminder shows a basic knowledge of what babies enjoy exploring, such as large plastic spatulas and cardboard boxes. She offers them hand-held toys, such as rattles, to support their fine manipulative development. Babies show pleasure when able to bounce and push down with their feet, strengthening their legs and developing their whole body control. The childminder understands that they are improving their physical development through activities, such as this, showing some knowledge of child development.

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

The childminder is warm and chatty with babies. She talks to them during meals and nappy changes to support their communication and language development. Babies are observed to be settled when engaged in activities and receiving her attention. She provides daily diary sheets for parents regarding food, drinks and nappy changes or toileting so that they are informed about their children's welfare. The childminder has menus that list nutritious meals and snacks, showing that she is aware of the need for children to have a healthy diet. She is observed to provide suitable weaning food for young babies and prepare it hygienically. The areas used for food preparation are clean, to help prevent the spread of germs and pet bowls are kept out of the reach of children to further support this. Babies sleep within hearing of the childminder and she checks them frequently to ensure they are safe.

Mobile telephone messaging and social networking sites are used to show parents photographs of their children during the day, to further inform them about their child's well-being. The childminder has suitable measures to protect images of children. These include using high level security on social networking sites and deleting photographs from her mobile telephone as soon as photographs have been sent to parents or downloaded for printing. The childminder makes use of rewards, such as toys to take home or preferred activities to help children learn to manage their behaviour. She keeps resources so that they are accessible to children, enabling them to make their own decisions about what to play with. This supports children developing independence. The childminder

provides a range of outdoor play equipment on the premises, such as wheeled toys to ride on and a trampoline with a safety enclosure. This means that children have suitable opportunities, including any outings to local parks, to enjoy outdoor play and exercise. Children and babies learn about taking reasonable risk in play through the childminder visiting local soft play centres, and this also supports developing their whole body coordination.

The childminder provides flexible arrangements to support the emotional well-being of children when they join her setting, such as gradually increasing the length of time of visits. She records suitable information, such as emergency contact details and addresses of children when she begins to care for them, in case of needing to contact parents during the day about their welfare.

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

The childminder has a poor knowledge of the requirements of the Statutory framework for the Early Years Foundations Stage. As a result, there are several breaches of requirements. The childminder demonstrates an adequate knowledge of how to recognise signs of abuse in children and can satisfactorily describe the procedures she follows if she has concerns about a child's welfare. However, the childminder does not know of how to report any allegations against herself or her family to the Local Area Designated Officer and the role of this professional. As a result, the childminder does not have an adequate and up-to-date knowledge of safeguarding in order to protect children's welfare. The childminder was also unable to provide evidence of holding valid public liability insurance on the day of inspection, or a valid paediatric first-aid certificate. These are breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage and of the Childcare Register.

The childminder can provide verbal evidence of her policies to support the running of the setting, such as for not smoking in the presence of minded children. The childminder specifies that this relates to the use of conventional cigarettes and that 'electronic cigarettes' are used in the presence of children, with the knowledge of parents. The fluid needed for this is stored out of the reach and sight of children and any impact from the use of electronic cigarettes in the presence of children is not able to be evaluated. The childminder makes daily checks to the premises in order to minimise hazards and to enable children to play safely and freely. She demonstrates an understanding of how to keep children safe on outings, in order to provide play and learning experiences away from the premises.

The childminder has appropriate documents for recording any accidents and first aid needed, along with records for the administration of medicines with parents' permission. However, she does not maintain a daily register of children cared for on the premises and the times when they are present. The childminder forms partnerships with parents and is aware of the need to share information, especially photographs, of their children's care and activities. However, on the day of inspection, the childminder was not able to show evidence of keeping a record of any written complaints about her provision.

The childminder demonstrates a limited knowledge of the learning, development and assessment requirements of the Early Years Foundation Stage. However, the methods in place for accurate assessment of children's learning, and therefore, precise individual planning, are inadequate. The childminder writes descriptions of children's activities and makes some links to the areas of learning, such as physical development or social development. However, these are not used to support a comprehensive educational programme being developed for each child that supports their individual needs. There are no systems in place to monitor the quality and breadth of observations of children's learning and development. As a result, any gaps in learning are not able to be identified and rapidly addressed through planning, discussion with parents or seeking advice from other professionals. Consequently, the childminder is in breach of the learning and development requirements of the Early Years Foundation Stage.

Some recommendations from the previous inspection have been not been met. These are regarding using observations and assessment to plan activities for children, and also developing self-evaluation in order to improve practice. As a result, the childminder has not improved her practice in order to maintain a good standard of care and learning for children. This is largely due to an inadequate knowledge of the requirements of the Early Years Foundation Stage. The childminder receives support from the local authority in the form of information about training opportunities and expresses interest in undertaking further qualifications such as level 3 in childcare. However, the childminder has not taken active measures to ensure that her practice brings about continuous improvement and as a result, her lack of self-evaluation has led to practice becoming inadequate.

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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- have a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- make available to Ofsted the summary of complaints made in relation to the requirements for the past 12 months and the action that was taken as a consequence (compulsory part of the Childcare Register)
- produce for Ofsted, on request, a list of such complaints made during the previous three years (compulsory part of the Childcare Register)

- provide evidence of valid insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss (compulsory part of the Childcare Register)
- provide evidence that an appropriate first-aid qualification is held (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- have a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register)
- make available to Ofsted the summary of complaints made in relation to the requirements for the past 12 months and the action that was taken as a consequence (voluntary part of the Childcare Register)
- produce for Ofsted, on request, a list of such complaints made during the previous three years (voluntary part of the Childcare Register)
- provide evidence of valid insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss (voluntary part of the Childcare Register)
- provide evidence that an appropriate first-aid qualification is held (voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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

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|------------------------------------|-------------|
| Unique reference number | EY409648 |
| Local authority | Rochdale |
| Inspection number | 937231 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 31/01/2012 |
| 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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