

Inspection date	12/11/2013
Previous inspection date	22/01/2009

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

- There are significant breaches in the safeguarding and welfare requirements and the learning, development and assessment requirements that have an adverse impact on children's well-being and overall learning and development.
- The educational programmes lack depth, breadth and challenge, and do not reflect the needs, aptitudes and interest of children.
- The childminder has insecure knowledge and understanding of the progress check at age two, which hinders early identification of need and early intervention.
- The quality of teaching and learning is poor and children are not given enough support to help them progress towards the early learning goals in a consistent way.
- Everyday routines, such as meal times and toilet training are inadequately supported and children fail to make as much progress as they are able.
- Ways of engaging with parents are weak. Transition arrangements for children who are new to the setting are poor, meaning that the individual needs of children are not met.

It has the following strengths

- The childminder obtained training in child protection and health and safety, to develop her knowledge and understanding of safeguarding procedures, and some improvements have been made to children's safety at the setting.
- Children regularly visit play gyms to promote their physical development.

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 looked at the premises in relation to children's health and safety.
- A joint observation was conducted with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed and discussed care practices.

Inspector

Cathleen Howarth

Full report

Information about the setting

The childminder registered in 2005 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her son aged 18 years in Heywood, Lancashire. The whole of the ground floor of the childminder's house is used for childminding purposes and children use the bathroom on the first floor. The childminder's house is situated in an elevated position from the main road and there are 13 steps to the front door. The bottom level of the paved back garden is available for outside play. The family has two dogs, which live in the house.

The childminder is able to take and collect children from local schools and pre-schools. Transport is provided. The childminder usually works on weekdays from 7.30am to 6pm. Currently there is one child who attends part-time who is in the early years age range and three children attending after school aged over five years.

What the setting needs to do to improve further

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

- ensure an appropriate paediatric first aid qualification is obtained
- record and act on information from parents about children's special health and dietary requirements and improve care practices at meal times, to ensure children are provided with healthy, balanced and nutritious food in partnership with parents
- improve strategies to review, monitor and improve the educational programmes, in relation to the prime areas of learning, by ensuring they consistently have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interest of children
- develop procedures to implement the progress check at age two in partnership with parents, and discuss with parents how the summary of development can be used to support learning at home
- seek to complement learning in settings in which children spend more time and be guided by the information obtained from other Early Years Foundation Stage providers, to ensure a range of sufficiently challenging activities are provided to promote the learning and development requirements.

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

- provide appropriate furniture, such as child-sized table and chairs, to support children's growing independence, and promote hand washing routines to promote children's good health.

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

At the point of registration of new mindees, some basic information is obtained and recorded in relation to children's welfare. However, insufficient information is obtained from parents with regard to children's starting points in the prime areas of learning. In the absence of ongoing and summative assessments it is difficult for parents to understand their children's progress, in relation to their stage of development and any progress made towards the early learning goals. The childminder uses her mobile phone to send texts and photographs to parents of their children's whereabouts and activities. However, there are no systems in place to identify, monitor and review any gaps in children's learning and

development in the prime areas. Overall, strategies for engaging with parents about their children's learning and development are weak and this includes some care practices. There is no system in place to complete the 'progress check at age two', which is a mandatory assessment, despite concerns being raised about children's special health and dietary requirements. As a result the individual needs of children are not met.

The childminder has poor understanding of the prime and specific areas of learning. She lacks knowledge of how to promote children's learning and development. This results in weak teaching that is not matched to meeting the children's individual needs. The prime areas of learning are not adequately covered and the childminder fails to provide a variety of interesting activities in enough depth or breadth. However, children enjoy going shopping with the childminder and they go to the play gym, where they interact with others and jump, roll, climb and slide in a safe environment.

The childminder obtains insufficient information about children's interests and preferred learning styles. There are limited accessible resources and activities and children are left too much to their own devices. As a result they soon get bored and are unable to make progress to their full potential. They fail to show real interest, excitement and motivation in their self-chosen activity, such as the phonic activity centre. Children's developing vocabulary and language is not supported well by the childminder. Open-ended questioning is not used and children are not sufficiently challenged to think critically or solve problems. Planning is ineffective in matching activities to children's interests and needs. Overall, children are inadequately supported to acquire the skills and capacity to learn and develop effectively, and to be ready for the next stages in their learning.

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

Children are poorly prepared for transition. Children new to the setting are not given enough time to familiarise themselves with the childminder, or to get used to being in a different environment, which hinders bonding and attachment. The childminder has insufficient knowledge and understanding of the key person system. Other key carers, such as those at pre-school, are not known to the childminder, resulting in an inconsistent approach to delivering the framework.

In relation to children's special health and dietary requirements, not enough information is shared to meet the children's individual needs to support their physical and emotional development, particularly during meal time routines. Children fail to develop good habits to manage their own hygiene, including continence issues. They are not reminded to wash their hands before they eat finger food at lunch time, exposing them to cross-infection. Children are inadequately prepared and supported to take next steps in their learning and development and are unable to participate safely in table-top activities. For example, child-sized table and chairs are not available to use when children outgrow the highchair.

Parents provide packed lunches and the childminder obtains insufficient information to promote healthy eating and healthy lifestyles in a meaningful and age-appropriate way. For example, the childminder does not know what, when and how much children eat and

drink at home and at pre-school, or how much exercise they have at other settings, or how much sleep and rest they may need. This compromises children's overall physical and emotional development.

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

Last year the childminder obtained child protection training and her knowledge of child protection issues is generally sound. All the required documentation is in place to promote children's welfare. Appropriate checks on members of the household have been carried out to protect children. At the last inspection an action was raised to improve safety at the premises and the childminder completed a health and safety course. Written risk assessments are now completed regularly and the premises are checked daily to minimise potential hazards. For example, there is safe storage in the kitchen and outside play in the back garden is restricted to the lower level to keep children safe. Overall, however, children are not adequately safeguarded. The childminder's knowledge and skills to effectively administer first aid, as well as meet the requirements of registration, are compromised as, for some years, the childminder has failed to maintain a paediatric first aid certificate. This is also a breach in requirements of the Childcare Register.

The childminder has not developed systems for reflecting on her practice. Consequently, she does not identify her strengths and weaknesses and fails to make adequate improvements for the children. A recommendation was raised at the last inspection to improve the provision for children's learning and development. This has still not been addressed and children's individual needs are not met. The childminder's understanding of the Early Years Foundation Stage is still insecure. There are no systems in place to support children's progress and to identify and address any achievement gaps. Some resources, such as the doll and small world double buggy, the rocking horse, rubber ball and phonic activity centre are easily accessible to children. However, this is insufficient to meet the needs of the children who attend. Children's learning in most areas is not well supported.

The childminder has not worked closely with parents to share information about their learning and development. For example, children's starting points are not known and development information is not available to share. Consequently, parents are unable to become involved in or support their own child's learning in a consistent way. The childminder has not pursued developing relationships with other early years' settings, where children spend more time. This means that care and learning between settings is inconsistent and does not support 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:

- ensure an appropriate first aid qualification is obtained (compulsory part of the Childcare Register)
- ensure an appropriate first aid qualification is obtained (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY300362
Local authority	Rochdale
Inspection number	820209
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	22/01/2009
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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