

Inspection date	26/07/2013
Previous inspection date	01/12/2008

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

- An enhanced Disclosure and Barring Service check is not in place for every adult aged 16 and over who lives at the premises, so children's safety is not fully promoted.
- The childminder does not observe or assess children's progress across all seven areas of learning, in relation to their age and stage of development. Children's next steps are not effectively identified or planned for, resulting in weak practice and activities which are not matched to children's individual needs.
- The childminder has little understanding of the learning and development requirements and is not secure in her knowledge of the seven areas of learning. She has undertaken no further training since registration.
- The childminder does not have effective systems of self-evaluation in place. As a result, her development is not supported by the identification of training and support to bring about continuous improvement in practice.

It has the following strengths

- Children and parents are welcomed into the childminder's home. Parents are encouraged to share routine information to help children to settle and in order that the childminder can meet individual care needs.
- The childminder helps children to learn about the importance of socially acceptable behaviour and encourages positive relationships.

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 spoke with the childminder during the inspection.
- The inspector observed the childminder's home and some resources.
- The inspector looked at children's information, records and policies and procedures.

Inspector

Wendy Fitton

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The premises are situated in the Brimrod area of Rochdale in Greater Manchester. She lives with her partner and three children aged 12, eight and six years. The whole of the ground floor is used for childminding with the exception of the rear garden and the kitchen. There is access to a bathroom on the first floor. There is a front garden for outdoor play.

The childminder attends toddler groups and activity groups. She visits local parks and play areas on a daily basis. There are currently nine children on roll, who attend part-time sessions. During this inspection, there were no children on roll, who are in the early years age group. The childminder collects children from the local schools and pre-schools and provides care before and after school and during school holidays. She provides care all year round. Hours are flexible on Monday to Friday from 7.30am to 6.30pm. The childminder has a childcare qualification at level 2.

What the setting needs to do to improve further

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

- observe and assess each child's progress across all seven areas of learning. Take into account their stage of development and use this information to identify the next steps in their learning
- improve knowledge and understanding of the learning and development requirements to effectively plan for children's development and progress
- put in place effective systems to ensure that those working with, or likely to have regular contact with children, including those living or working on the premises are suitable.

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

- improve strategies to identify the strengths and weaknesses of the provision and take concerted action to overcome a weaknesses that has been identified.

Inspection judgements

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

Through discussion with the childminder, she demonstrates that she has little understanding of the learning and development requirements and is not secure in her knowledge of the seven areas of learning. This means that she does not plan interesting and challenging activities or experiences, across the educational programmes, to ensure that children are developing and progressing in their learning. The childminder has little understanding of the prime and specific areas of learning and therefore, practice is not matched to children's needs. Ongoing assessments of children's achievements, interests and learning styles are not effectively linked to the planning of activities.

During discussion, the childminder states that she gathers information from parents through 'all about me' information but this does not inform her of children's current learning, so that she can plan from the outset for children's next steps. Relationships with parents are positive and support children to settle into the routines and the childminder's home. For example, she describes thorough settling-in visits and she informs parents about routines, activities and outings through a diary and regular verbal exchanges.

Children have access to a basic range of play materials, including books, dressing-up clothes, role play equipment, construction toys and messy play materials. It is evident that children can easily help themselves to the toys and equipment that are set up around the room to support their independence skills. The childminder demonstrates her sound understanding of supporting children in making relationships. She talks about how she praises and encourages the children to play cooperatively and to adhere to the boundaries to support their personal, social and emotional skills.

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

The childminder appropriately demonstrates through discussion that she has a sound knowledge of how children's well-being is promoted. They are welcomed into the childminder's home and respond to the flexible routines. Children's individual care needs are planned for from the information given by parents at entry into the childminder's care. The gradual admission process supports children to settle, to become familiar with routines and to feel emotionally secure.

Through discussion, the childminder demonstrates how children explore their play area and begin to learn about safety. They use safe and generally appropriate equipment and toys, so that they can rest, play and eat in comfort and develop their growing physical skills. The childminder presents as a good role model and through discussion, helps children to understand what acceptable behaviour is. They learn to share and take turns and the childminder helps them to understand the difference between right and wrong. Through discussion, the childminder shows how children are made aware of safety aspects in the home and when out in the community. For example, they know how to use the pelican crossing and what to do in the event of a fire. The childminder promotes safety in

the home through her safety procedures and the boundaries that children are aware of. However, children's feelings of being safe are misplaced as the childminder does not meet all of the requirements for safeguarding with immediate effect.

The childminder describes through discussion how she is helping children to develop a sound understanding of the importance of their health and well-being. She provides opportunities for them to develop independence and physical skills. They walk to and from school, visit parks and play areas and develop their knowledge and practice for tending to their own hygiene needs. The childminder describes how she helps children to learn about the importance of healthy meals and snacks. All facilities, resources and equipment meet the care needs of the children attending. However, the weaknesses in the provision for children's learning and development means that children's move on to nursery and school are not well supported.

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

The childminder has little understanding of how to protect the children in her care and children's safety is being compromised. For example, although, she recognises some possible indicators of abuse and has safeguarding procedures in place; she has failed to ensure that all persons living on the premises have their suitability checked to promote children's safety. This is a breach of the safeguarding and welfare requirements.

Through observation, it is evident that the childminder's premises are homely and secure and that children are appropriately supervised. She has most required documentation, records, policies and procedures in place to promote children's safety and well-being. Children's learning and development is compromised because the childminder has failed to fulfil her responsibilities in meeting the learning and development requirements, including the monitoring of the educational programmes. She does not plan for, observe or assess children's progress in relation to their ages and stages of development to further extend children's progress. This means that children are not encouraged to reach their full potential.

Systems for monitoring and evaluating practice are not established and the childminder has undertaken no further training since her registration. As a result, the childminder does not demonstrate a commitment to improve her knowledge and understanding or her practice with the children. She has responded to some of the actions and recommendations from her last inspection. However, this does not sufficiently foster a culture of continuous improvement in order to obtain a clear view of what she needs to do to develop and bring about improvements for children and in the quality of teaching. The childminder describes how she works with parents and other professionals to share routine care information and discuss activities. She has links with other local childminders at the activity groups. The childminder demonstrates through discussion an understanding of the importance of working in partnership with other providers and has links with the local nursery school and primary school where minded children attend.

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

Unique reference number	EY366409
Local authority	Rochdale
Inspection number	928725
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	01/12/2008
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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