

<b>Inspection date</b>	04/11/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Not Applicable
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 requires improvement**

- The childminder is warm and caring and develops secure attachments with the children, which support children's emotional well-being.
- The childminder has a satisfactory knowledge of safeguarding and undertakes risk assessments and safety checks. This practice helps to minimise risks for children.

#### **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.
- A record of the names of children being cared for and their hours of attendance is not kept for every child, to ensure attendance can be monitored and the children remain safe. This means that the one of the legal requirements for the Early Years Register and both parts of the Childcare Register are not met.

## 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 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

Nicola Kirk

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged six and nine years in Prestwich, Bury. The whole ground floor of the house, the upstairs bathroom and the rear garden are used for childminding. There are currently four children on roll, of whom one child is in the early years age group. The childminder operates all year round, Monday to Friday, except Bank Holidays and family holidays. The family has a pet dog.

### 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
- ensure that a daily record is kept of the names of the children looked after on the premises and their hours of attendance, and retain them for a period of two years.

### 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 and play with trains and cars.

The childminder becomes aware of children's likes and dislikes through discussion with parents 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.

The childminder supports the children to make progress in speaking and listening, through playing with the children asking questions, and extending their vocabulary. She plays

alongside and follows the children's lead in role play, and encourages them to solve problems when playing, for example, exploring together how to take a toy apart and put it back together. Children who speak English as an additional language are supported through learning key words in their home language, to support them in their play. The children have access to some mark making resources, such as pens and crayons. Children have access to a range of media and materials to enable them to explore and develop creatively both within the childminder's home and at local groups.

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 is aware of the need to complete progress check at age two. This ensures that children have the basic skills needed for school.

Parents are involved in children's learning by discussing children's needs prior to starting at the setting, and daily verbal feedback. The childminder records observations and photographs of the children in learning journals, which she encourages parents to look at. 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 which supports their transition into the setting. Children are settled and happy, and interact with 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, such as when children need to sleep. 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 checks and monthly risk assessments are undertaken to identify potential risks. For example, the childminder checks the outdoor area on a daily basis to ensure that is safe for children to use and ensures the children are not left unattended with the family dog. She ensure babies remain safe when older children are present, by ensuring they keep toys with small parts out of their reach, for example, they use pens whilst sitting at the kitchen table.

Children are building knowledge and understanding of how to remain safe through taking part in regular emergency evacuations and everyday discussion. For example, the childminder discusses road safety when walking to school. Children are aware of routines and take part happily. For example, children help to tidy toys away. Resources are satisfactory and offer age-appropriate opportunities to engage children in learning. For

example, children access different puzzles and construction kits and role-play toys. Children learn about healthy lifestyles through accessing the outdoor area. This allows children to further develop their physical skills through climbing on a slide and playing with balls. In addition, children regularly attend a local toddler group and visit places within the local environment, such as a park and soft play.

The parents provide the children with their lunch and the childminder provides them with healthy snacks. She encourages children to be involved in preparing healthy snacks, such as fruit salad. Older children develop their self-care skills through accessing drinking water independently and babies are supported to feed themselves when eating. The childminder takes children to and from school and attends events in the local school, which enable the children to become familiar with the setting and supports the transition to school.

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

The childminder has a satisfactory 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, ask visitors not to use their mobile phones on the premises and checks visitors' credentials prior to entry. The childminder does not keep a record of attendance for every child who attends in order to protect children; this is a breach of requirements of the Statutory framework for the Early Years Foundation Stage and both parts of the Childcare Register.

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 sharing books. 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 provides an overview of strengths and weakness and parents have completed a questionnaire to gain their views on her practice. The childminder attends training as appropriate, such as food hygiene. This supports sustained improvement.

The childminder's explains how to develop relationships with other professionals and providers to share information for the benefit of the children. The childminder has a sound understanding of the importance of parent partnerships, and facilitates this through a settling process and daily verbal discussions.

### **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 that a daily record is kept of the names of the children looked after on the premises and their hours of attendance, and retain them for a period of two years (compulsory part of the Childcare Register)
- ensure that a daily record is kept of the names of the children looked after on the premises and their hours of attendance, and retain them for a period of two years (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

<b>Unique reference number</b>	EY461279
<b>Local authority</b>	Bury
<b>Inspection number</b>	919372
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

