

Inspection date	10/10/2013
Previous inspection date	15/10/2012

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		3
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 the skills and knowledge or a clear understanding of her roles and responsibilities to ensure the daily experience for each child is of good quality.
- The childminder does not have a sufficient understanding of the learning and development requirements. This means she has breached several legal requirements which compromise the progress children make across the seven areas of learning.
- The childminder has not addressed the actions that were raised at her last inspection. As a result, the progress children make is not effectively monitored and the activities and experiences provided for the children lack sufficient challenge.
- The childminder does not complete an assessment of children's progress in the prime areas of learning when they are aged between two and three years.
- Partnerships with other settings are not fully embedded. Therefore, the childminder does not maximise opportunities to ensure a consistent approach to children's learning and development.

It has the following strengths

- The childminder provides a warm and welcoming environment in which children confidently play and explore.

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 had a tour of the premises and held ongoing discussions with the childminder at convenient times throughout the inspection.
- The inspector observed the childminder while she interacted with children.
- The inspector looked at some paperwork including the children's development files.

Inspector

Karen McWilliam

Full Report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 16, 19 and 23 years in a house in Droylson, Manchester. She uses the playroom, breakfast room, conservatory, kitchen, downstairs bathroom and the rear enclosed garden for childminding.

The childminder has completed a National Vocational Qualification at Level 3 in Early Years. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, two are in the early years age group and attend for a variety of sessions and three are school-age children who attend before and after school. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

acquire the training, skills and knowledge including those relating to the learning and development requirements to ensure the daily experience of children is of good quality.

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

- review the progress of children between the age of two and three years in the prime areas of learning and provide parents with a short written summary
- improve the delivery of the educational programmes by introducing a systematic approach to planning activities, to ensure there is breadth and depth across the seven areas of learning
- develop the current assessment systems to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

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

- improve further the partnerships between other settings children attend or are moving onto, in order that children have a complementary and consistent approach to their learning and development and are better prepared for their transition into a new setting.

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

The childminder does not have a sufficient knowledge and understanding of the learning and development requirements. Due to her insufficient knowledge she does not ensure the educational programmes have breadth and depth across the seven areas of learning or sufficiently challenge and stimulate children. In addition, the childminder has not implemented a system to monitor children's progress. Therefore, she is unable to demonstrate the progress children make while in her care or how she tailors children's learning to support their individual needs. This does not ensure that children are acquiring the necessary skills in order to support their readiness for school. The childminder has not completed the required progress check at age two with the children in her care and she

does not fully understand the requirement. For example, the childminder is not fully aware of the areas of learning that the check must include. As a result, planning within the childminder's setting is, in the main, child-initiated and is not consistent enough to effectively build on children's progress. As a result, this demonstrates the poor understanding the childminder has with regard to the prime areas of learning.

The childminder sometimes engages appropriately in children's chosen play by involving them in conversations and asking some questions that encourage children to think critically. For example, while the children are engaged in play they initiate a conversation about animals the childminder tunes into this and asks the children to recall what she has two of, to which the children reply 'rabbits'. In addition, she supports children while they attempt to count to 10 using their fingers and the childminder plays board games with them. Therefore, this provides children with some opportunities to develop their awareness of numbers and consolidate their mathematical skills. Children for whom English is an additional language are adequately supported. For example, the childminder learns some key words in their home language and engages children in familiar rhymes. Children have some opportunities to practise their writing skills. The childminder provides an adequate range of resources for children to make marks, such as crayons, pencils and paint. Therefore, children are provided with some opportunities to develop their literacy skills. Story and song sessions offer some further opportunities for children to practise their skills. As a result, children are able to request and sing along to their favourite songs. Children's imaginative skills are adequately catered for; they play happily with dolls and other small world toys. Children confidently chat away telling adults their baby's name, they dress and undress them and cover their dolls up for a sleep. Therefore, providing children with some opportunities to try out different roles and imitate adults. Children suitably develop an awareness of similarities and differences while they play with an adequate range of resources that portray diversity and learn about some festivals, such as Chinese New Year.

The childminder ensures children are provided with an adequate range of resources to support their physical skills. For example, children manipulate a range of small tools, such as crayons and paint brushes. There is ample space for children to develop strong muscles as they run around in the garden. In addition, the childminder takes the children to the local parks where they use play equipment that tests and challenges their physical skills.

The childminder speaks to each parent daily to inform them of their child's day. Therefore, they are suitably informed about the range of activities their child has taken part in while in her care.

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

Children are happy and content while in the childminder's care. This is because the childminder suitably ensures children have a smooth transition into her care by implementing individualised settling-in procedures. Parents are encouraged to share their children's daily routines with the childminder at the start of a placement. This helps to ensure she meets some of the children's individual needs by following familiar routines from home. The childminder satisfactorily encourages children to develop an awareness of

how to keep themselves safe through planned and spontaneous activities. For example, children learn about road safety while out and about and they take part in fire drills. Therefore, children know how to react in an emergency, such as a fire. In addition, the childminder sensitively reminds children to tidy away toys that they are not playing with to minimise clutter and avoid accidents. Daily checks of the environment ensure it is safe for children to play and explore in.

Children are provided with a suitable and accessible range of well-maintained, safe and age-appropriate resources. This enables them to make choices about their play. Children behave appropriately; this is because the childminder offers praise and consistent boundaries. The childminder suitably contributes to children developing healthy habits. She serves fresh vegetables and provides children with fruit to eat. In addition, all the children play in a clean environment.

Children who attend other early years settings in addition to the childminder's setting are suitably supported in their care and learning. For example, the childminder follows some of the other settings themes and passes important messages onto parents and once children are ready to move onto school the childminder hands over the children's development file to their parents. However, there is scope for improvement to fully provide a complementary and consistent approach to children's learning and development.

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

This inspection was brought forward because Ofsted issued the childminder with a Notice to Improve. During the inspection it was found that the childminder had taken reasonable steps to improve her knowledge and understanding of safeguarding and behaviour management by attending relevant training and by introducing new policies into her setting. Therefore, these actions are satisfactorily met. However, actions set at her previous inspection have not been addressed. Therefore, the educational programmes are still not covered in sufficient breadth and depth across the seven areas of learning and the childminder does not ensure that the planning and assessment systems are precise and clearly identify children's next steps. In addition, the childminder has not made steps to improve her knowledge and understanding of the learning and development requirements which has resulted in her breaching several more legal requirements on the Early Years Register and this is reflected in the inadequate judgement.

The childminder has a suitable understanding of her responsibility to safeguard the children in her care. She has attended child protection training and is aware of the possible indicators of abuse and how to proceed should she be concerned about a child in her care. The childminder conducts daily risk assessments of the environment. Therefore, children are suitably protected as they play and explore.

Self-evaluation is not used effectively to drive improvements. Although the childminder has started to evaluate her service, she has not addressed the area of improvement she has identified and she has missed priorities for improvements that would benefit children the most. For example, she identified the need to access further training to improve her

knowledge and understanding of the learning and development requirements, but did not address this. In addition, the childminder has not prioritised the previous actions that were set.

The childminder suitably works in partnership with parents. She shares their child's observations and achievements with them when necessary and works alongside them to support children when toilet training. However, there is scope to further improve her partnership working with other early years setting that the children currently attend and the settings the children move onto for the next stage in their learning. This is in order to fully support children's transitions and ensure there is continuity in children's learning.

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
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	312025
Local authority	Tameside
Inspection number	917805
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	15/10/2012
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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