

<b>Inspection date</b>	14/01/2014
Previous inspection date	06/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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		2
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**

- Children build close and trusting relationships with the childminder because she is caring and takes an interest in what they do.
- Children develop good self-care skills from an early age because the childminder encourages children to be independent.
- Children are safeguarded well because the childminder has a secure knowledge of child protection issues and how to deal with concerns.

#### **It is not yet good because**

- Information from observations is not used effectively to plan challenging activities so that children make strides in their learning.
- Opportunities for children to think critically and work things out for themselves are sometimes not exploited. Consequently, children have fewer learning experiences to develop their problem-solving skills.
- Parents are not routinely encouraged to share information regarding children's skills and interests at home to enable them to work with the childminder to enhance children's learning.
- Self-evaluation is not firmly embedded and does not routinely take into account the views of parents and children to provide an accurate view on how the childminder plans to develop her practice.

## 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 in the living area and kitchen diner.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder and observed an information, communication and technology activity.  
The inspector looked through children's observations on the computer, checked evidence of suitability and qualification of the childminder, discussed self-evaluation processes and reviewed a selection of records and policies.
- The inspector took account of the view of one parent spoken to on the day.

## Inspector

Emily Wheeldon

## Full report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son aged 14 years in a house in the Failsworth area of Greater Manchester. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is a fully enclosed back yard for outside play.

The childminder walks to local schools to take and collect children. Transport can also be arranged. The childminder attends adult and toddler groups and play groups on a regular basis. During school holidays, she attends the local childminders' support group.

There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- use information obtained from observing children to understand their level of achievement, interests and learning styles to plan challenging experiences for them in all the areas of learning and development so they make the best possible progress
- ensure activities and learning opportunities enable children to investigate and think critically in order to work out problems for themselves by reflecting on the different ways children learn and by asking open-ended questions.

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

- build on the relationships with parents to engage them more in children's learning and development by involving them in the observational process and contributing to assessments to inform future planning
- develop more robust processes for self-evaluation, taking into account the views of parents and children, in order to prioritise areas for development and implement changes more effectively.

## Inspection judgements

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

The childminder has recently been recording observations of children electronically with a view to parents having access to these via the internet. However, this observation and assessment package is not yet fully embedded in practice or up-to-date, in order for assessment to be robust. This is an improvement upon her previous observation and assessment practices which were not linked to areas of learning or next steps identified. While the childminder has a clear knowledge of children's interests and progress, she does not always plan challenging activities from children's next steps. Children are engaged and enjoy playing on small technological toys to develop their information, communication and technology skills. They demonstrate they have a sound awareness of how to operate basic software. The childminder gives positive reinforcement and introduces new vocabulary appropriately. For example, she says, 'There you can do it. Use your index finger.' Children say, 'Is that my index finger?' demonstrating they are learning new words and have a sound understanding of language. They count the number of bananas they see on the screen and match farm animals to different animal noises they can hear. Children develop their physical skills and coordination as they use their small muscles, discriminate between different sounds and learn to count accurately. This activity was chosen as it was a new resource but there was no learning intention stemming from children's next steps. Therefore, this presented little challenge and so children make satisfactory rather than good progress in their future learning.

The childminder speaks informally to parents about children's learning and development and on occasion, discusses how they can promote children's learning at home. However, parents are not routinely given opportunities to share information about their child's learning. She has recently carried out the progress check at age two years but was unable to explain how parents contributed to this process. Consequently, parents are not fully involved in the observation process to support planning for future learning and development. The childminder is committed to establishing links with the nursery in the future in order to enhance children's learning. She understands the importance of preparing children for the next stage in their learning. For example, she helps children to form letters of the alphabet or count objects in sequence. Children have fun fitting jigsaw pieces together. The childminder supports them by looking for pieces that match and naming colours. However, at times she takes over and puts jigsaw pieces together by herself without allowing children to work it out by themselves. Teaching opportunities to use open-ended questions to enable children to think critically are also sometimes not exploited. As a result, children are not extended effectively in their learning.

Children show an interest in building structures, such as towers of bricks. They develop physical skills and imaginations as they play with a range of small world toys. They enjoy using transport vehicles and play people from a range of different cultures and needs. Children explore a range of different media and materials at toddler groups and at the childminding setting. They use paint, colouring and collage materials, which support their expressive arts and design skills. Children's literacy skills are supported appropriately. For example, a suitable range of books are accessible to children.

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

Children form close and secure bonds with the childminder because she takes an interest in what they do and cares about them. Children voluntarily seek comfort in the form of a cuddle when they are feeling tired or upset, or scramble up on the childminder's knee. Independence is positively encouraged by the childminder so children make good strides in their self-care skills. For example, they express their needs well and tell her when they need to go to the toilet, and wash their hands afterwards without prompting. Children also demonstrate they can put on their own coats and shoes and select resources from a wide range of boxes.

The learning environment is well organised, attractive and child-friendly. A wide range of resources meet the age and stage of different children and cover the seven areas of learning. Outside, children have access to wheeled toys and equipment so they can practise their physical skills. Further opportunities for children to exercise include visits to a soft play area and regular trips to the local park. Nutritious snacks, such as fresh fruit are provided and the childminder ensures drinks are ready available so children are healthy. Children have a good understanding about keeping themselves safe. For example, they are given gentle reminders about running in the lounge in case they trip over. Behaviour strategies are strong. Children are happy and play harmoniously together. This is because they are encouraged to share and take care of resources. For example, she reminds them not to throw bricks and to pick them up off the floor afterwards. The childminder is a positive role-model to the children and praises them when they have tried their best. As a result, children are thoughtful of others, take care of resources and feel a strong sense of pride.

The childminder is fully committed to supporting children in their transitions to ensure that they are emotionally secure and get used to their new environment so they are ready to learn. The childminder shows a good understanding of the necessary skills children need to have to help with their move to school or nursery. For example, children receive support to learn to count, recognise numbers and letters of the alphabet and form letters. Children have weekly opportunities to attend toddler groups which allows them to develop their social skills by meeting a wider group of children and adults.

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

Safeguarding policies and procedures are effectively implemented and embedded by the childminder. She knows the signs and symptoms of abuse and the action to be taken following any welfare concerns. The inspection took place after Ofsted issued the childminder with a warning letter because she had failed to notify Ofsted of involvement of outside agencies regarding a family member. The inspection found that the childminder is now fully aware of changes of circumstances which must be shared with Ofsted. She takes safeguarding seriously and ensures children are happy and safe. The recording of accidents and medication is good and parents are kept informed. Risk assessments and daily safety checks are thorough for all areas used by children and the childminder

supervises children at all times. She implements her behaviour policy well in her setting and is caring and supportive of all children. For example, children know the rules of the house and behave well. This is because the childminder is consistent in her approach to behaviour management and children warm to her caring nature. She understands the importance of being fit and healthy when caring for children and demonstrates a professional attitude. As a result, all children are protected well.

The childminder has a sound overview of children's needs because observation and assessment systems are in place. She has made improvements to her observation systems since her last inspection and now links observations to areas of learning. She has been recording these assessments electronically via a program designed for childcare providers to reduce paperwork. However, this system is very new and the childminder is beginning to use it as a tool for sharing information about children's learning with parents. Children's progress is tracked appropriately and any gaps in learning are identified. The childminder is committed to looking at ways to develop her practice and has attended safeguarding training and completed a level 3 qualification in childcare. She applies her knowledge about the early years appropriately and knows, for example, that young children learn best through play. The childminder has an appropriate view of her setting; however, she is yet to establish a culture of continuous improvement and embed this into practice. The views of parents and children to further assist in identifying areas for development in practice to support children's learning, is not well developed. As a result, the capacity to drive improvement is satisfactory. The childminder has met her previous actions and recommendations from her last inspection. For example, she ensures she keeps a record of accidents and first aid treatment. She has made improvements to the organisation of her resources and ensures children adhere to good health practices.

Appropriate partnerships with parents are in place. For example, the childminder speaks to them every day about the type of activities their child has enjoyed. The childminder is aware of the importance of establishing partnerships with the nursery when children are ready to make that transition so that children receive continuity of care.

### **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	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>	503872
<b>Local authority</b>	Oldham
<b>Inspection number</b>	942558
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/03/2012
<b>Telephone number</b>	

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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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