

<b>Inspection date</b>	19/02/2014
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		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**

- The children settle well and feel safe and secure because the childminder fosters warm relationships with them.
- The childminder has a satisfactory knowledge of safeguarding and undertakes risk assessments and safety checks. This practice helps to minimise risks for children.
- The childminder provides activities and outings to help children develop, and uses what she knows about their interests to assist their progress in learning.

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

- Observations are not yet embedded in the childminder's practice to support her in accurately monitoring children's learning over a period of time.
- Children's full learning potential is not sufficiently supported as the childminder does not engage parents to become involved in the child's learning and to support their learning at home.

## 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.
- The inspector observed children during activities.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

## Inspector

Nicola Eyre

## Full report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 and 13 years in Littleborough, Lancashire. The lounge, dining room and toilet on the ground floor and the rear garden are used for childminding. The family has a parrot, a dog and two rabbits as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the local lake and park on a regular basis. She collects children from the local schools. There are currently 11 children on roll, one of whom is in the early years age group and attends 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:

- ensure that observations of children's learning have sufficient depth and detail to be able to accurately track children's progress and ensure that the next steps in their learning are challenging, to promote children's learning to the full
- develop strategies to engage parents to become involved with their child's learning and to support learning at home, so that there is a shared approach to helping children to make the best progress possible.

### Inspection judgements

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

The childminder builds up a knowledge of individual children through observing them in their play. As a result, she is aware of children's interests and the stage of development that they are working within. She uses guidance to support her in identifying some next steps in children's learning, which she incorporates into the play. However, her observations are not made in sufficient in depth and detail. As a result, this impacts on her ability to accurately monitor children's development, track their progress and plan an even more stimulating and challenging environment to promote children's learning to the full.

The quality of teaching is satisfactory. The childminder engages appropriately with all children. For example, they sit on the floor together while engaged in activities. The childminder supports children in their play, taking appropriate opportunities to extend their learning. For example, she uses a child's self-chosen activity of building bricks and cars to

sort the cars and bricks, and extends this learning by counting all the cars the child finds. She supports the language acquisition of young children by modelling the words and giving praise when children attempt the word as well as reinforcing the correct pronunciation. This gives children the confidence and security when attempting to talk. As a result, children make satisfactory progress towards the early learning goals, which adequately supports their future learning.

The childminder organises her home well, enabling children to engage in a sound range of activities that support their development in all areas of learning. Children make choices from the selection of good quality toys available to them, which supports their independence skills. The childminder provides opportunities to discuss daily activities with parents. However, she does not provide sufficient information to them about how they can further support the child's learning at home.

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

Children form warm and secure relationships with the childminder and readily go to her for cuddles. This is mainly because she is committed to getting to know the children in her care well. Information is obtained from parents regarding children's care needs and interests when the children first start at her setting, which enables the childminder to follow home routines. As a result, children feel safe and secure. Parents comment that 'the childminder cares for my child the same way I do, it is very much a home from home experience'. Settling in takes as long as necessary, dependent on the individual child, so that their anxieties are reduced and they become accustomed to their surroundings. This ensures that transitions between the children's homes and the setting are smooth. Consequently, children are happy and settled in the childminder's care.

Children's behaviour is good because the childminder takes a consistent approach in her expectations regarding how children behave. She rewards good behaviour and explains to children why certain behaviour is inappropriate. Older children happily play games with the younger ones, showing great patience. The childminder regularly praises children for their efforts and achievements, helping to develop their confidence and self-esteem. The overall atmosphere is one of calm, so children are happy and focused during play. The childminder supports children to socialise with other children by attending some sessions at her local toddler group. As a result, children are gaining skills which will support them in the transition to school.

The childminder promotes healthy lifestyles in a number of ways. Hygiene procedures, such as regular hand washing, are promoted at all times and she provides healthy snacks and meals for children. There are a range of experiences offered to children to develop their physical skills and for them to benefit from fresh air and exercise. For example, they have regular outdoor play in the garden where they are supported in playing with balls of different sizes, as well as visits to the local park and attractions. Other forms of exercise are regularly included, such as action rhymes and dancing, which helps children to develop a positive attitude to exercise. The children understand the importance of clearing away some of their toys after they have used them, to ensure the environment remains

safe and free from hazards. This supports children in learning about keeping themselves safe.

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

Children are safeguarded well as the childminder demonstrates a knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is aware of the signs to alert her to any child protection concerns and to whom these should be reported. A range of policies and procedures, which all parents are aware of, meet all welfare requirements to support the safe and efficient management of the setting. The environment, toys and equipment are safe and suitable for children. This is because the childminder completes daily risk assessments of the home and garden to identify and minimise any hazards to children, as well as using suitable strategies, such as safety gates, to create a safe home. As a result, children show confidence as they independently enjoy exploring the toys inside.

The childminder understands the purpose of self-evaluation and consults with parents informally about the quality of the setting. She has taken initial steps to evaluate the strengths of her childminding and areas for future development that will enable her to further promote outcomes for children. She has identified some areas where she would like further help to improve practice. She regularly reflects upon the activities that she provides for children and adapts activities accordingly, to support children's interests and learning needs. The childminder is able to describe the next steps for children's learning, as well as how she intends to help children meet these. However, observations are not yet embedded to support the monitoring of children's achievements and to ensure that children receive sufficient challenge to make better than satisfactory progress in their learning. The childminder has identified this as an area for her future development.

Parents share relevant information about their children's needs, likes and routines when they start at the setting. This ensures continuity of care and enables the childminder to create a homely environment for the children, in which they settle quickly. Parents are very complimentary about the childminder. She talks to them about the children's day, the activities they have been involved in and any significant 'wow' moments that have happened. As a result, parents are aware of some of their child's learning and development progress. The childminder does not currently care for children who attend other early years settings. However, she is aware of the importance of building links with staff within those settings when required.

### **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>	EY433369
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	797961
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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