

<b>Inspection date</b>	23/04/2014
Previous inspection date	12/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	4
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**

- The childminder does not have the required knowledge or a clear understanding of her responsibilities. As a result, she does not understand the need to complete the mandatory progress check for children between the ages of two and three years, and does not meet all legal requirements.
- The childminder does not have a sufficient understanding of the learning and development requirements and how children learn. As a result, the quality of her teaching is inconsistent and the activities and experiences provided for children lack sufficient challenge to help them make better progress.
- The childminder does not give sufficient regard to safeguarding or children's safety. Hazards such as, medication are within reach of children, and records of children's attendance are not maintained. Also, children do not know how to evacuate the house in case of an emergency.
- Children do not learn to value the diversity of the world in which they live because the childminder does not make provision for this in her teaching.

### **It has the following strengths**

- The childminder has attended a first-aid course. Therefore, she knows how to respond to any minor accidents that the children in her care may have.
- The childminder has formed positive relationships with parents and provides them with suitable information about what their children have done while in her care.

## 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 areas of the childminder's home that are used for childminding.
- The inspector held ongoing discussions with the childminder and her assistant at convenient times throughout the inspection.
- The inspector looked at some paperwork, including the children's development records and the policies and procedures.
- The inspector and the childminder completed a joint observation of her assistant interacting with the children during a creative activity.

## Inspector

Karen McWilliam

## **Full report**

### **Information about the setting**

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in a house in Heywood. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two dogs as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder works with an assistant. She 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**

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

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

ensure that all requirements of the Early Years Foundation Stage are met and children are supported in making good progress in their learning and development by, for example, undertaking training, and developing skills and knowledge and a clear understanding of roles and responsibilities

promote the safety of children by ensuring medicines are stored out of their reach

ensure risk assessments include and identify all aspects of the environment that need to be checked on a regular basis and take steps to remove or minimise all risks.

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

- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- consider the individual needs, interests and stage of development of each child and plan challenging and enjoyable activities across the seven areas of learning
- develop knowledge and understanding of how to complete the progress check for children between the ages of two and three years in order that, when required, children's strengths and any areas where children's progress is less than expected can be identified.

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

- enhance children's understanding of how to keep themselves safe by providing them with opportunities to practise the emergency evacuation procedures
- teach children more about the diversity of the world around them so that they learn to value others and their differences.

**Inspection judgements**

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

Since her last inspection, the childminder and her assistant have attended training to improve their knowledge and understanding of the learning and development requirements. Despite this, the childminder continues to have insufficient knowledge and understanding of child development and how children learn. Therefore, while the childminder has made some improvements since her last inspection, such as improving the way children's observations are recorded and implementing daily diaries for each child, this has not been enough to successfully improve the quality of teaching. Consequently, the educational programmes do not have breadth and depth across the seven areas of learning or sufficiently challenge and stimulate children. In addition, although the childminder now has systems to obtain children's starting points and monitor their progress, they are not yet implemented. 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. Consequently, she does not ensure that children are acquiring the necessary skills in order to support their readiness for school. Furthermore, although the childminder does not currently have any minded children aged between two and three years, she is unaware of the need to complete a summary of their progress nor does she understand what is needed. This is because she does not have the necessary guidance to support her understanding. The childminder speaks to parents daily, shares photographs with them and each child has a daily diary. As a result, parents are suitably informed about the range of activities their child has taken part in while in her care.

On occasions, the childminder and her assistant engage appropriately in children's chosen play by involving them in conversations. For example, while playing with a telephone babies say 'Hiya' and the childminder's assistant responds by repeating 'Hiya' and then saying 'Hello'. This means that babies' early attempts to talk are acknowledged, while the correct word is also modelled. However, this is not consistent. For example, during a creative activity, older children were not encouraged to think about which colour paper they used or think about which animal they would like to glue onto their picture. This is because the questions and comments used by adults during the activity did not challenge children's thinking because they required only a yes or no answer. Children attend sessions at toddler groups, such as 'play and dance' and 'baby music', which supports children to develop strong muscles. In addition, visits to the park provide children with opportunities to test and challenge their physical skills. However, there are inconsistencies in the childminder's teaching, while she provides them with equipment to support them in their early walking, she has not considered how to fully support babies in other aspects of their physical development. For example, she does not allow them opportunities to try to feed themselves or use spoons and other smaller tools in other aspects of their play.

Children have opportunities to play with their peers and begin to form friendships on outings to soft play centres and to the park. The childminder provides an adequate range of resources to support children's imaginative play. For example, children enjoy dressing up as princesses and doctors, and act out different roles and imitate adults. Children have opportunities to practise their writing skills because the childminder provides an adequate range of tools, such as pencils and chalks. Older children also enjoy playing school as they write on the blackboard. As a result, their literacy development is suitably supported. The childminder provides some opportunities for babies to engage in sensory play. For instance, they make marks while they explore paint and snowflakes. Children have access to cause-and-effect toys and a computer to support their awareness of technology.

However, children do not learn to value the diversity of the world in which they live. This is because the childminder does not include this effectively in her teaching.

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

Children's safety and welfare is at risk. This is because the childminder does not steps to minimise hazards quickly enough. For example, although the childminder saw that a bottle of medicine was left in a child's bag and was accessible to the children in the morning, when the child arrived, she did not remove it until the afternoon. This is a significant risk to children's welfare and demonstrates that the childminder does not give high enough regard to the safety of children.

Children are content while in the childminder's care. This is because the childminder supports children when they move 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 enables her to meet some of the children's individual needs by following familiar routines from home. The childminder plans some activities to encourage children to develop an awareness of how to keep themselves safe. For example, children learn about road safety while out and about. However, she does not practise emergency evacuation procedures with the children so they are unsure what they should do in an emergency.

Children are provided with an adequate range of resources, which are accessible, safe and age-appropriate. This enables them to make choices about their play. Children behave appropriately. This is because the childminder offers praise and consistent boundaries. The childminder promotes healthy habits. For example, she provides children with fruit to eat and ensures that they wash their hands before eating. The childminder ensures children are prepared emotionally for their move to school. For example, she talks to children about their new schools and takes them on visits.

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

The childminder and her assistant have a suitable understanding of child protection and are aware of the possible indicators of abuse and how to proceed should they be concerned about a child in their care. The childminder conducts a daily visual risk assessment of the environment however, these are not fully effective. This is because she does not promptly remove all hazardous items from children's reach. In addition, she does not maintain accurate records of each child's attendance. As a result, she has breached requirements of the Early Years Register and both parts of the Childcare Register.

The childminder has addressed some of the actions from her previous inspection. For example, both the childminder and her assistant have acquired their first-aid certificates and now have a suitable understanding of how to respond appropriately to minor accidents. Furthermore, she has implemented a system to record any health and dietary needs of the minded children in order that these are both known and met. However, some of the actions have not been addressed. 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 their learning. Self-evaluation is not used effectively to drive improvements forward, and although the childminder has started to evaluate her service, she has missed priorities for improvements that would benefit children the most. For example, the childminder has not prioritised the previous actions that were set.

The childminder shares some information with parents, such as, observations of their children and the activities they have engaged in while in her care. In addition, she shows some understanding of the benefits of working alongside teachers to support children. For example, she discusses any concerns she may have regarding the children and passes on important messages to parents, such as, how their children have been while at school and any accidents they may have had.

### 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:

- have effective systems to ensure that any person caring for children has skills and experience suitable for the work (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- have effective systems to ensure that any person caring for children has skills and experience suitable for the work (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (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>	EY300362
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	963221
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/11/2013
<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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