

Inspection date

15/07/2014

Previous inspection date

02/09/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 focuses on helping children intuitively to acquire communication and language skills and supporting their physical, personal, social and emotional development to ensure they are equipped with the basic skills they need for future learning.
- The childminder establishes close emotional attachments with children in a welcoming and caring environment. Consequently, they feel safe and develop a strong sense of security and belonging.
- The childminder has a sound understanding of how to promote the safety and welfare of the children in her care. She assesses the risks to the premises and minimises these so that children are able to learn and play in a safe environment.

It is not yet good because

- The childminder does not consistently use information from the observations to identify exactly where children are in the specific areas of learning and plan effectively to promote children's all round learning.
- The organisation of the environment to enable children to access resources independently and maximise opportunities for them to explore, is not yet fully effective.
- Self-evaluation is not robust enough to securely demonstrate effective plans for continuous improvement.

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 room, playroom and outdoor environment.
- The inspector held discussions with the childminder at appropriate times and talked to children throughout the inspection.
- The inspector checked the evidence of suitability of the childminder and other adults in the household.
- The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector took account of the views parents from written feedback questionnaires.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Rochdale, Lancashire. The living room, dining kitchen, playroom and toilet on the ground floor of the childminder's house are used for childminding. There is an enclosed rear garden area available for outdoor play. The childminder attends a toddler group at the local children's centre. She visits the park on a regular basis and collects children from the local schools and pre-schools. There are currently four children on roll, all 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 for bank holidays and family holidays. She receives support from the local authority.

What the setting needs to do to improve further

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

- use information from observations and assessments to monitor children's learning and development in the specific areas and plan activities that challenge and engage them more actively.

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

- review the organisation of the environment so that all children can independently access an extensive range of resources to effectively support their learning and play, for example, by providing a cosy, cushioned area where babies and children can choose to look at their favourite books.
- implement more thorough and focused self-evaluation to identify and secure continuous improvement.

Inspection judgements

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

The childminder has a basic knowledge of the areas of learning and provides a range of interesting and developmentally appropriate activities that help children to make steady

progress towards the early learning goals. She observes children to find out about their immediate interests and knows which activities they enjoy. The childminder assesses children's ongoing learning needs, based on their starting points gathered from information from parents, followed by subsequent observations. She is intuitive and successful in promoting children's development in the prime areas of learning. However, she is not so secure in using the information from observations and assessments to plan for children's future learning needs in the specific areas, to ensure they make the best possible progress.

The childminder works closely with parents to ensure that she has information about children's learning on entry. She keeps parents informed about their children's progress by sharing their learning records. The childminder discusses children's progress with parents and suggests simple activities that can do with their children to support children's learning at home. Children generally have access to a range of toys and resources to explore and investigate. However, the organisation and presentation of some equipment, such as books and role-play resources, is not fully effective to enable them to make independent choices to further extend their play and learning. For example, when children play with the doll's house, they lose interest and become frustrated because they cannot find a figure small enough to fit through the door.

The childminder helps promotes children's personal, social and emotional skills as she teaches them to take turns and share resources. Regular visits to local groups at the children's centre help children learn to socialise with other adults and children away from the childminders home. In addition, these experiences support children to develop confidence in new situations. The childminder skilfully talks to children during play and daily routines to support their communication and language skills. For example, she introduces new words such as seahorse, starfish and shell to extend their vocabulary and asks them open-ended questions which are appropriate to their age and stage of development. Children who speak English as an additional language are effectively supported because the childminder also speaks their home language. She accepts, values and praises words and phrases in children's home languages, says the English alternatives and encourages their use. As a result, children's language skills are developing well. The childminder provides children with a range of opportunities to develop their large muscle control and coordination. For example, older children ride wheeled toys, throw bean bags into hoops, make marks with chalks and writing implements and squeal with excitement as they chase each other. Babies have the freedom and space indoors to crawl, reach and stretch and pull themselves up to a standing position with the furniture. The childminder teaches children about numbers, shapes and counting and to link sounds to letters which promotes their literacy skills and knowledge needed for future learning and, eventually, school.

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

The childminder is sensitive and caring and supports children to form secure, emotional attachments, which provides a firm base to promote their personal, social and emotional development. Children demonstrate their sense of security as they confidently chat and

interact with an unfamiliar person, knowing there is a trusted adult close by. Consequently, their emotional well-being is promoted which in turn has a positive impact on their learning and development. Children respond to the positive interaction from the childminder as she praises their achievements. The childminder is particularly skilled at managing children's behaviour and is consistent in her approach. She acts as a good role model and uses positive praise and encouragement as children persevere with tasks. The childminder uses words such as 'well done' and 'good boy' which makes them feel valued and promotes their sense of self-esteem. For example, she tells children she is unhappy when they throw things on the floor and as a consequence children help her to pick them up. Any minor disagreements are managed sensitively and calmly and children are encouraged to think about how their actions affect others. As a result, children develop their self-esteem; feel good about what they do and begin to understand the boundaries of appropriate behaviour.

Children are happy and enjoy their time with the childminder. They settle well because she finds out about their likes and dislikes and individual care routines from parents. The childminder recognises when babies and children are tired, hungry or need their personal needs attending to, and responds quickly to ensure children remain comfortable and content. Children are confident to seek out reassurance and comfort from the childminder if they are upset. Older children are supported to manage their own care needs, such as using cutlery at lunchtime and using the bathroom in readiness for school. The childminder teaches children about the importance of a healthy lifestyle because she talks about foods that are good for them and encourages them to try new foods and textures. Children's learning is further enhanced through planting and growing tomatoes and herbs, which they then pick and eat. She gathers information about children's individual dietary needs from parents before children start at the setting, so that she knows about specific allergies. This is managed well as the childminder records the information and makes sure all children's needs are consistently met.

Children have opportunities to access the outdoor environment where they enjoy fresh air and exercise. They also go for regular walks within the community and can access large play equipment at the children's centre. This means that their health and physical well-being is appropriately promoted. The childminder teaches children to keep safe in the home and when on outings. For example, she reminds them to be careful when playing near the baby, not to leave things on the floor in case they fall and not to put things in their mouths. In addition, she teaches children the road safety rules when out walking and explains why they have to hold on to the pram and wear wrist straps. As a result, children develop a sound awareness of how to keep themselves safe.

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

The childminder meets all safeguarding and welfare requirements and ensures policies and procedures are consistently implemented. She has undertaken safeguarding training and is fully aware of signs and symptoms of abuse and what to do and who to contact in the

event of a child protection concern. The childminder ensures that the premises are safe and secure and carries out risk assessments and daily checks, which means that children's safety is appropriately promoted. Furthermore, risk assessments are in place for outings to ensure that any potential hazards are identified and removed, which enables children to enjoy trips to local places of interest while remaining safe. Following the last inspection, and two subsequent monitoring visits, the childminder received a welfare requirement notice and a number of actions to improve. The childminder has worked with the local authority advisory teacher to ensure she is meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, she has a much clearer understanding of the types of concerns that must be reported to Ofsted, ensures children are supervised at all times and are not left with a member of the household who is not registered as an assistant. In addition, the childminder has an agreement to contact another registered childminder if she needs support in the event of an emergency. Therefore, children are kept safe.

The childminder monitors the planning to ensure that children are offered a range of activities that support the seven areas of learning which means that they experience a broad and balanced curriculum. She tracks children's progress in order to assess their learning. It is a useful visual aid which helps the childminder to identify any areas where children may need additional support. However, her understanding of how to use information from observations and assessments to plan for children's future learning is less secure. The childminder acts on advice from the local authority advisory teacher and speaks to other childminders to gather information to develop her knowledge and skills. She is aware of her strengths and weaknesses and seeks out the views of parents and children through discussions and written feedback questionnaires. Parents' ideas and suggestions are listened and responded to, for example she teaches children about road safety, following a request from parents. However, self-evaluation is not yet sufficiently robust or focused to securely demonstrate how continuous improvement will be sustained.

The childminder has positive relationships with parents and shares information about children's routines and daily activities they have completed. This means that children benefit from consistency of care and learning and consequently has a significant impact on meeting their needs. Written statements show that parents are happy with the care their children receive and the service the childminder provides. Parents comment that children enjoy their time with the childminder and form close relationships with each other.

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

Unique reference number	EY406808
Local authority	Rochdale
Inspection number	981090
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	02/09/2013
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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