

Inspection date

30/07/2014

Previous inspection date

30/09/2009

The quality and standards of the early years provision

This inspection:

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 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 provides a warm and welcoming environment for children. They relish their time in the extensive outdoor environment, exploring and investigating as they play.
- The childminder has a suitable understanding of how to safeguard children. She carries out daily risk assessments and has an adequate awareness of child protection, ensuring children are protected from harm while in her care.
- Partnerships with parents are positive. The childminder exchanges information regularly, to keep them advised of their children's progress.

It is not yet good because

- The childminder does not routinely use information obtained from her observations and assessments, to inform planning and deliver more purposeful teaching. The activities and experiences she provides are not consistently tailored to meet children's individual needs.
- Children do not have regular access to a wide range of media, in order to express themselves creatively or explore a wide range of textures and materials.
- The childminder's processes for self-evaluation are not sufficiently focussed on teaching and learning. Consequently, priorities for training are not consistently identified.

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 that are used for childminding purposes.
- The inspector and the childminder jointly discussed the activities and experiences she provides for children.
- The inspector checked evidence of the suitability of the adults living on the childminder's premises.
- The inspector looked at some paperwork, including policies, procedures and children's development records.
- The inspector ensured the views of parents were included through letters and cards read at the inspection.

Inspector

Karen McWilliam

Full report

Information about the setting

The childminder was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Dukinfield, Cheshire. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The childminder attends play centres, visits the shops and goes to the park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, one of whom is in the early years age group. She operates all year round, from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. Children attend for a variety of sessions.

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 observations and assessments to plan meaningful next steps in children's learning and development, through purposeful teaching, tailoring this to meet their individual needs and ensure each child makes good progress.

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

- improve the programmes for expressive arts and design, by enabling children to have regular access to a wide range of media that promotes sensory exploration and enhances their creative skills
- improve self-evaluation processes by including a stronger focus on teaching and learning, in order to identify training needs and improve the quality of provision for children.

Inspection judgements

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

The childminder demonstrates an adequate knowledge of child development and how children learn. As a result, the quality of teaching is sound. She provides a range of activities that satisfactorily challenge and extend children's learning and development. This ensures they acquire the basic skills needed for their future learning at school. Prior to admission, the childminder obtains some information from parents regarding their child's prior skills and care needs and uses this information to support them while they are settling. However, although she makes observations of children, she does not consistently

use the information to plan meaningful experiences that are tailored to each child's individual needs. For example, although the childminder has assessed young children as skilled in some aspects of their literacy development, she has not fully extended this. This is because she does not ensure a wide range of tools and resources are consistently available for children to practise their skills. This means that children are not fully supported to make their optimal progress, and this does not ensure that they are offered a broad range of experiences across the seven areas of learning. The childminder completes the progress check for children between the ages of two-and-three years and provides parents with a written summary. This provides some information to reassure parents that their children are meeting their milestones, and to identify any areas in which children may require additional support. The childminder sends photographs of their children engaged in activities and speaks to them daily regarding their child's day. Therefore, there are some opportunities for parents to be involved in their child's learning and development.

The childminder suitably supports children's communication and language skills by constantly interacting with them, and through regular song and story times. For example, while sharing a story, the childminder asks 'What noise does the train make?' and the children respond by saying 'choo choo'. In addition, children join in with actions and repeated refrains such as 'roll over' while enjoying song time. Children play with different sized containers in water, they post shapes into shape sorters and count along with the childminder. Therefore, they have suitable opportunities to develop their awareness of numbers, shapes and weight. Although the childminder promotes some opportunities for children to be creative, she does not ensure that this is a regular part of the routine. Therefore, children do not regularly explore a wide range of media and textures, such as paint, corn flour and water and collage materials. Children are provided with some opportunities in which to practise their early writing skills. For example, the childminder provides pencils, chalks and paper. Young children competently hold pencils and talk about their pictures, and the childminder suitably supports their awareness of phonics by sounding out familiar words. As a result, children make steady progress in their literacy development.

All children have continuous access to the extremely large outdoor area. This provides a wealth of learning opportunities for children. For example, children play ball games, use large equipment, and dig and plant flowers. Regular outings to the park and play centres further support the development of their physical skills. Children are taken out and about in the community, where they get to meet a wide range of people. They play with a suitable range of resources that positively portray diversity. In addition, children learn about caring for living things, while they water the plants, and they discuss aspects of their natural environment while outdoors. These activities suitably develop children's awareness of the world in which they live, and they learn to respect and value themselves and each other.

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

Children settle well and have formed strong attachments with the childminder. This is because she offers individualised settling-in sessions, where she spends time with each

child and their family getting to know them and their care needs. Children show they are secure by confidently exploring the childminder's home and selecting what they want to play with, from an adequate range of safe and age-appropriate resources. However, not all resources are consistently available and accessible, such as creative and messy play activities. The childminder suitably fosters children's independence. For example, they contribute to the menus, help to prepare lunch and all children help to tidy away the toys when they have finished with them. Children are prepared for their move to nursery or school, as the childminder discusses their new settings with them, and they accompany her on visits to the settings as she drops off and collects other minded children. As a result, children are suitably supported to be emotionally ready for the next stage in their learning. In addition, she demonstrates a sound awareness of the advantages of working in partnerships with any other early years settings that the children attend, to support children's learning and development.

The childminder is a good role model for the children. Their personal, social and emotional development is a high priority for her. She constantly praises children and acknowledges their good behaviour, such as when they share and play cooperatively with their friends. She is extremely consistent with her implementation of boundaries during any minor disputes. Furthermore, the childminder always gets down to children's level while explaining sensitively why some behaviour is not appropriate. As a result, children are very sociable, well-behaved and are able to manage their own safety in relation to their age and stage of development. In addition, regular evacuation practices also contribute to children awareness of keeping themselves safe in an emergency, such as a fire.

The childminder effectively supports children's awareness of the importance of leading a healthy lifestyle. Children are provided with a healthy and nutritious diet, including vegetables and freshly prepared home cooked meals. In addition, the childminder sits with the children at meals times and explains to them the benefits of eating healthily encouraging them to taste new fruits, such as pineapples. As a result, parents state that their children are willing to try a wider range of foods since attending the childminder's. Children benefit from regular exercise and fresh air, and they follow good hygiene practices, playing and learning in an extremely clean environment. Consequently, children develop healthy habits that contribute to them leading healthy lifestyles.

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

The childminder demonstrates an adequate awareness of the safeguarding and welfare requirements. She demonstrates a secure awareness of the possible indicators of abuse, and how to proceed should she have any concerns regarding the welfare of any child in her care. Furthermore, she is very clear regarding the procedure she would follow should there be any allegations made against her or any adult living in her premises. All the required documentation is in place and implemented, such as medication forms, accident forms and registers. Robust daily checks and risk assessments ensure the environment is safe for children to play and learn in. In addition, close supervision and a good range of safety equipment, such as fire detection and prevention equipment and safety gates, also contribute to children's safety while they explore. The childminder has a current first-aid

certificate. This means she is able to respond quickly to any minor accidents or injuries. Therefore, children are protected from harm while in her care.

The childminder has some awareness of the learning and development requirements. She reflects on her service and encourages parents to contribute to her self-evaluation processes through discussion. However, much of this is based on her innate skills in caring and nurturing children, and there is insufficient focus on the quality of teaching and learning. Therefore, her training needs are not quickly identified, prioritised and addressed. The childminder's observations and assessments of children's attainment do not consistently inform their individual planning. This means that any next steps to help children's progress are not always tailored to meet their individual learning needs. The childminder demonstrates some capacity to improve. She has addressed the action from her last inspection, with regard to completing risk assessments and ensuring children are cared for in a safe environment.

Partnerships with parents are very positive; comments in letters and cards indicate how happy they are with the care their children receive. They say that their children are happy at the childminder's and that she is very friendly and approachable. The childminder knows how to access support and advice, should she be concerned about the development of a child in her care. In addition, she demonstrates a sound awareness of the advantage of liaising with other early years providers, when the time arrives for children to move on to the next stage of their learning, such as nurseries and schools, to promote a complementary approach to their 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	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	312251
Local authority	Tameside
Inspection number	818941
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	30/09/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

