

Inspection date

09/07/2014

Previous inspection date

16/04/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 undertakes observations of children as they play. Activities generally support children's learning and development, in which they make satisfactory progress.
- The childminder has an appropriate knowledge of safeguarding. Risk assessments are undertaken to identify and minimise potential risks.
- Secure attachments are in place with children, which means that their emotional well-being is supported. The childminder works with parents to support children's individual needs.
- The childminder undertakes self-evaluative practice and is able to identify areas for development, so that she can effectively meet children's needs.

It is not yet good because

- Assessment and the consistent identification of children's next steps are learning is not yet embedded in practice. This means that planned activities do not always offer appropriate challenge.
- Opportunities for children to consistently develop their independence skills at lunchtime are not yet embedded in practice; this impacts on children's self-help skills.
- There is room for improvement in ensuring knowledge is consistently updated through attending further professional development training opportunities, in order to improve the quality of teaching and impact positively on children's learning and development.

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 and children at play throughout the inspection.
- The inspector spoke with children and the childminder during the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and looked at the childminder's self-evaluation processes.
- The inspector undertook a joint observation with the childminder and ensured that appropriate suitability checks had been undertaken on all adults in the household.

Inspector

Elisia Lee

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 13, 10 and nine years in the Chadderton area of Oldham. The whole of the ground floor and bathroom upstairs are used for childminding. There is an enclosed garden for outside play. There are steps to the front and rear of the property. The family has a dog and three tortoises. The childminder attends groups and visits local parks. She takes children to and collects them from the local nursery and primary school. There are currently three children on roll in the early years age group. The childminder operates all year round, from 7.30am to 5.45pm, 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 assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, so that learning experiences meet children's individual needs and offer challenging learning opportunities that help them to make good levels of progress.

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

- extend opportunities for children to develop their independence skills at lunchtime by encouraging them to feed themselves and use cutlery
- enhance continued professional development opportunities to ensure that knowledge is kept updated, so that children's developmental needs are further supported.

Inspection judgements

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

The childminder has a satisfactory knowledge of the Early Years Foundation Stage and uses this knowledge to plan activities which generally support children in their learning and development and as they prepare for school. Educational programmes cover the seven areas of learning. For example, children experience early mark making as they make patterns in foam with their fingers, use construction blocks to build towers and explore sensory play through using bottles filled with coloured beads. Planned activities

encompass a range of activities which children engage in. Teaching is adequate and activities are age appropriate and generally support children's needs. For example, children enjoy listening to sounds as they play with cause and effect toys. The childminder regularly observes children as they play and has a secure understanding of their likes and dislikes. However, information gained from observing children is not used consistently to track their progress and understand their level of achievement. Therefore, planned activities do not always offer challenge and maximise potential learning for children. As a result, children make satisfactory, rather than good, progress.

The childminder supports children through providing a running commentary and posing questions to them as they play. For example, the childminder supports children to identify different pictures of animals and discusses the corresponding noise they make. Children enjoy using dried pasta shapes to thread onto lengths of ribbon, and the childminder counts as children place each piece onto the ribbon. This supports children's developing mathematical and language skills. Children initiate their own play and they access resources independently. For example, children sit at a table and access small world play figures in a playhouse. Children's interactions with the childminder are positive and they enjoy exploring the different resources available. The childminder follows the lead of the children as they play. For example, children bring a doll to the childminder, stroking her face. The childminder takes the opportunity to extend children's learning by pointing out different facial features on the doll. This supports early communication skills and shows that the childminder has a suitable knowledge of age-appropriate teaching. This generally supports children in developing key skills for continued learning and their eventual move to school.

The childminder understands the importance of working in partnership with parents to meet children's needs. She offers settling-in sessions which allow parent partnerships to develop as they provide the opportunity for children's needs to be discussed. There are a range of communication methods in use, which support parent partnerships. For example, daily verbal feedback is given, videos are sent via mobile phones and the childminder uses picture messaging throughout the day. This allows parents to see what their child is doing. Parents are involved in children's learning through initial discussions and contributing to children's development files by talking about the types of activities children enjoy at home. In addition, the childminder discusses planned topics with parents so that they can contribute to learning. For example, children bring in teddy bears from home to take part in a teddy bears' picnic. Parents' views are always welcome and the childminder adapts her practice to meet the needs of parents and children in her care.

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

The childminder has formed positive attachments with children and they are settled in her care. She documents children's specific care needs on entry, uses staggered starts tailored to individual children's needs and explains everything at entry, so parents are aware of care offered. The childminder supervises children and is aware of their individual needs. For example, children are easily soothed as they become restless when they get a little tired after lunch. Children are very comfortable in the care of the childminder. For example, children lean on her as she joins in with their self-initiated play while sitting on the floor.

Children independently approach the childminder for reassurance and cuddles. She observes children well and is quick to respond and care for their needs. For example, during changing times, she talks with children and tells them what she is doing. Children confidently make their needs known, such as pointing to their individual cup when they want to request a drink. The childminder is a positive role model and shows children how to play with resources. She nurtures children's needs, and care practices are generally good. Positive behaviour is encouraged through reminding children of keeping safe, such as when a child climbs on a chair to access resources. The childminder praises children consistently which raises their self-esteem and confidence. An appropriate behaviour policy is in place to further support the childminder's understanding of managing children's different behaviours.

The childminder understands the importance of undertaking risk assessments as part of her everyday practice and ensures that the environment is safe for children prior to them attending. For example, she makes sure that pet bowls are off the floor, windows are locked, blind cords are hooked safely away and surfaces are clean. Risk assessments are reviewed regularly to minimise risks for children. The childminder highlights potential risks to children when on outings. For example, she speaks with children about not picking up items from the floor, stranger danger awareness and holding hands when crossing a road. In general, the childminder follows procedures which support safety. For example, she ensures that the front door is opened individually to all visitors and checks visitor identification before gaining access to the premises. Children are building a suitable knowledge of risk through discussion and having the opportunity to take part in regular emergency evacuations.

Children learn about healthy lifestyles through accessing the outdoors regularly. They play outside in the garden area and take walks in the local environment. For example, children visit various playgroups and soft play centres. Recent outings have included trips to a local farm to see horses and to the park to collect spring blossom. Children predominantly bring their own packed lunches and the childminder prepares daily snacks incorporating fresh fruit and vegetables. The childminder works with parents to ensure children's dietary requirements are catered for; she then adapts her menus accordingly. The childminder generally encourages children to be independent. For example, children choose resources and make requests for a drink. However, at mealtimes opportunities for children to build their independence skills are limited. This is because the childminder feeds children with a spoon rather than encouraging them to feed themselves. The childminder supports transitions by attending meetings with other providers and sharing information with them as children leave her care. This helps support children in their readiness for school. The childminder has made links with other providers and receives support from the local authority adviser.

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

The childminder has a secure knowledge of safeguarding procedures. She has attended safeguarding training and is aware of appropriate contacts for further advice and support should she be concerned over a child's welfare. Documentation is in place to further

support procedures, such as documenting concerns if children have existing injuries. Children are appropriately supervised and safeguarding practices are evident. For example, the childminder ensures that exit doors are always locked, maintains appropriate insurance and attends first-aid training. In addition, she completes daily registers and documents accidents that children may have while in her care, or require medication. The childminder and other adults on the premises have appropriate suitability checks in place.

The childminder has a satisfactory knowledge of how to support children in their learning and development. She undertakes regular observations, role models how to use resources and provides consistent verbal interaction to support early language skills. Some monitoring of practice is carried out. However, as effective procedures for assessment are not yet in place, monitoring is not robust enough to ensure children make better than satisfactory progress. The childminder attends mandatory training and has identified that she would like to attend further training to develop her knowledge as part of her self-reflective practice. This is to support her continued professional development and further improve children's learning as they move towards the early learning goals.

The childminder undertakes self-evaluative practice and is able to identify areas of weakness which she feels needs development. For example, she has observed children playing with sensory bottles and reflected on their play. From this she has identified that she would like to further develop sensory learning opportunities for children. The childminder is committed to making improvements and welcomes the views of parents to inform her practice. Parents are complimentary about the childminder and send thank you cards. Comments from these cards include 'we couldn't have wished for a better childminder' and 'thank you for all the love and care you show'. The childminder has links with local authority advisers, attends childminder network meetings, meets with other childminders at sessional groups and has links with local nurseries. These partnerships help to further support children's individual care and learning needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY331447
Local authority	Oldham
Inspection number	980162
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16/04/2012
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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