

## **Inspection date**

30/09/2014

Previous inspection date

10/10/2013

## **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 has a sound understanding of safeguarding children. She understands how to keep children safe and secure and knows the procedures to follow should she have concerns about a child in her care. As a result, children are protected from harm.
- The childminder makes observations and assessments of children and provides activities that they enjoy, which supports their learning. Consequently, children make steady progress in their learning and development.
- The childminder fosters good relationships with children. She seeks information from parents about their children's individual care needs and preferences. Children are happy and confident in her care.

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

- The childminder has not yet developed ways of involving parents actively in their children's learning and development. Parents do not always have sufficient information to continue their children's learning at home or contribute to their overall assessment effectively.
- Individual next steps for children's learning are not consistently implemented through effective planning. Consequently, children's learning is not fully extended to help them to make the best progress.
- Children's independence and self-care skills are not promoted to the maximum potential during mealtimes.

## 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 areas of the premises used for childminding.
- The inspector held discussions with the childminder about children's progress and achievements.
- The inspector viewed children's development records.
- The inspector saw evidence of suitability and qualifications of the childminder, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from documentation obtained by the childminder.

**Inspector**  
Layla Clarke

## Full report

### Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three adult children in a house in Droylsden, Manchester. She uses the main room, breakfast room, conservatory, kitchen and rear enclosed garden for childminding. The family has two rabbits as pets. The childminder has a recognised early years qualification at level 3. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, one of whom is in the early years age group. The childminder operates all year round, Monday to Friday between 7.30am and 6pm, except for 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:

- develop the partnerships with parents, exchanging information about their children's individual progress, so that parents can be actively involved in their child's learning and development, contributing to their progress and promoting children's learning at home
- implement effective planning that incorporates children's individual next steps in learning, to ensure challenge for each child, across all areas of learning and development.

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

- extend opportunities for children to increase their independence and to take a more active role in the setting, such as chopping and serving their own food at mealtimes and pouring their own drinks.

## Inspection judgements

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

The childminder undertakes regular observations of children during their play, which are used to inform assessments of their learning. Individual next steps for children's development are identified. However, these are not used effectively in the daily activities, which means that children do not make the best possible progress in their learning. Consequently, activities are generic and do not exhibit sufficient differentiation to provide challenge in all children's learning. The childminder is aware of the progress check for those children aged between two and three years and provides a brief written summary of

children's attainment. She also gives general, daily feedback to parents about their child's day, but has not yet explored ways of engaging parents more actively in their child's learning. This means that any learning, which takes place at home, is not fully acknowledged or reflected in children's progress. It does not further develop the ethos of children's learning and development being a partnership between the childminder and their home. The childminder has started to build links with the local schools and shares basic information about children's learning and development with the school staff to promote consistency in their early education.

Children make progress in their learning and are supported by the childminder, who knows them well. For example, she asks children questions about shapes and colours, as she encourages them to count the dinosaur's feet and to compare the number of coloured spots, asking questions, such as 'which has more?' This enhances their mathematical understanding and their concentration and listening skills. Children talk confidently and express themselves well through lively discussion with the childminder. They have opportunities to read books and demonstrate their thinking skills as the childminder encourages them to think about what happens next in the story. This further extends their communication and language skills. The childminder encourages children to help her to care for her pet rabbits and supports them to help her with feeding them. As a result, children are taught about caring and showing concern for living things.

Children's early writing skills are promoted as the childminder provides them with paints and brushes to make marks onto sheets of paper. This is extended as she provides them with further opportunities. For example, she introduces bricks and animal pieces for children to print on a larger scale. Furthermore, she encourages children to form the letters of their name when using coloured pencils. As a result, children are provided with some activities to enhance their learning. While playing with the cars and trains, the childminder introduces a variety of books, tubes and boxes. This allows children to extend their own activity by making roads and tunnels for the cars to travel along and through. This provides opportunities for children to enhance their imaginative play. By the time the children leave the setting, they are equipped with some of the skills they need for their future learning and school.

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

Children share warm relationships with the childminder and are relaxed and comfortable in her care. New starters settle quickly into the setting as the childminder gathers initial information from parents about their children's care needs, which she uses to build relationships and to help them to feel safe and secure. As a result, children's emotional needs are supported and they are motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the childminder. A range of equipment to support all areas of learning is readily accessible for children to self-select, which promotes their independence. This supports their ability to make choices and guide their own learning. Children explore, play and learn in a safe and secure environment, both indoors and outdoors. The setting is comfortable and children move freely and safely in their environment because the childminder takes appropriate steps to ensure that hazards are kept to a minimum. Children have regular access to the garden and use a

range of outdoor toys, such as a large slide, which means that they have ample space and equipment to make large body movements. Children help the childminder with activities, such as planting and digging, which promotes their physical development and their understanding of the natural world.

Children undertake regular visits to the local park and schools, which helps them to develop their confidence when away from the setting and develops their awareness of the world around them and the wider society. The childminder supports children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. The childminder provides nutritious snacks and meals, which include fresh fruit and vegetables and she ensures that children's individual dietary requirements are met. However, at mealtimes, some opportunities to promote self-help skills and independence are missed because children are not encouraged or supported with learning how to help with serving and chopping their own food or with pouring their own drinks. All children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet, as the childminder explains that hands may have germs on them. As a result, children achieve some independence in hygiene and managing their personal care.

Children learn about the needs and feelings of others as the childminder encourages them to share and take turns. Their behaviour is generally good, as the childminder shares consistent expectations. She reinforces the use of language, such as 'please' and 'thank you' and acts as an effective role model. Children willingly take on responsibility, for example, tidying away equipment before moving onto the next activity. Gentle reminders from the childminder help children to understand about keeping themselves safe, as they play and use a variety of equipment. Complying with these expectations means that children enjoy their experiences and have some emerging skills to underpin their eventual move to school.

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

The childminder has a secure knowledge of child protection procedures and understands her role and responsibilities in keeping children safe and promoting their welfare. She has attended relevant training, such as first aid, behaviour training and protecting children from abuse and neglect. The childminder undertakes regular risk assessments of her home, any equipment and resources used and for any outings, to ensure that hazards are identified and minimised for children's safety. The childminder and all of the adults in the household have undergone the required vetting procedures to assess their suitability, including Disclosure and Barring Service checks. Furthermore, she verifies the identification of any visitors to her setting.

The childminder has a satisfactory understanding of how children learn. She understands observation and assessment and has implemented a system to track children's progress. Individual next steps for children's development are identified. However, these are not

always accurate and do not consistently translate into practice through effective planning. As a result, some activities lack appropriate challenge to ensure that children are making good progress in all areas of learning. She understands the need for early intervention and how to make referrals for additional support to meet all children's needs.

Since the last inspection by Ofsted, where the childminder received a number of actions to improve, she has had three monitoring visits to assess her progress in addressing the actions. The childminder has been working closely with the local authority advisor to improve what is offered and is pro-active in meeting any actions set. The childminder has made changes to her practice. For example, she now undertakes the required progress check for children aged between two and three years and she now ensures that her planning covers the seven areas of learning. The childminder has also begun to develop links with the local schools. As a result, there has been a positive impact on the education and care of all children.

The childminder has an awareness of the strengths of the setting and has identified areas for further improvement. She involves children and parents in some aspects of evaluating the provision. For example, she provides some resources and learning opportunities that she knows children will enjoy. The childminder has systems in place to communicate with parents. She shares her policies and procedures with them and they use written comments to express their satisfaction with the service that they receive. She communicates with them verbally each day and uses text messages to share additional information with parents. The childminder ensures that information from parents is passed onto school to ensure that a consistent approach is adopted when children attend other settings. However, the partnerships with parents do not yet extend to the childminder enabling them to complement the learning that takes place in her setting by informing them about how they can support and extend this learning at home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	312025
<b>Local authority</b>	Tameside
<b>Inspection number</b>	978896
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/10/2013
<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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