

Inspection date

29/10/2014

Previous inspection date

07/09/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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 gives insufficient regard to the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage, which means a number of legal requirements are not being met. This compromises children's health, safety and well-being.
- Systems for observing and assessing children's progress are not always well used. Weaknesses in the quality of teaching and poor organisation result in limited adult support; this means the educational programme does not always fully meet the learning needs of the range of children who attend.
- Partnerships with parents are not fully developed; as a result, the childminder is not always aware of children's capabilities at admission and parents are not adequately informed of the childminder's policies and procedures.
- Professional development and systems to monitor the quality of the provision are weak; consequently, not enough has been done to secure improvement.

It has the following strengths

- The childminder has a sufficient knowledge of child protection procedures issues and is able to take appropriate action to protect children from possible harm.
- Children are happy and settled, they enjoy a warm and affectionate relationship with the childminder and benefit from some interesting activities and experiences.

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 interactions and activities in both the dining room and the living room, and viewed the resources and equipment available.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the premises and discussed with the childminder her risk assessment.
- The inspector checked evidence of suitability of adults living or working on the premises, the childminder's qualifications and self-evaluation form.
- The inspector took account of the views of parents spoken to during the course of the inspection.

Inspector

Vickie Halliwell

Full report

Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two adult children in Tyldesley. The whole ground floor of the house, the first floor bathroom and the rear garden are used for childminding. The childminder takes children out to visit the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 12 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round 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:

- take reasonable steps to ensure the safety of children; in this instance, by taking action to minimise the hazards in the living room caused by trailing wires when young children are left alone in the room
- promote the good health of the children by taking steps to help prevent the spread of infection; in this instance, by improving the arrangements for sleep times and changing nappies
- maintain a record for each child detailing their full name, date of birth, name and address of every parent who is known to the provider and information about any other person who has parental responsibility, which parent(s) the child normally lives with and emergency contact details for parents
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- maintain a written record each time medication is administered and ensure that written permission for each particular medicine to be administered is obtained from parents
- increase skills and knowledge by accessing training and development opportunities to ensure children are provided with, for example, a quality learning experience that continually improves
- shape the learning experiences provided for each individual child by increasing awareness of how to use observations and the assessment system to better understand children's level of achievement, and use the information to support the planning process and ensure the educational programme is implemented through planned purposeful play
- ensure children have sufficient opportunities to take part in activities which are guided by adults and reflect on the role of the adult during child-initiated activities, so that children's development is promoted through positive interaction
- keep parents up to date with their child's progress; this includes providing a short written summary of their development in the prime areas when the child is between the ages of two and three years
- share details of policies and procedures with parents, in particular, those relating to safeguarding and complaints procedures.

Inspection judgements

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

The childminder has a satisfactory understanding of the seven areas of learning and broadly supports children's learning in all areas. However, she struggles to simultaneously meet the learning and development needs of babies and older children. Consequently, the provision for children's learning and development is restricted. This is because children are largely cared for in two separate rooms. As a result, the quality of teaching and level of support for children's individual learning is very variable and at times minimal. For example, children as young as two years of age are repeatedly left for prolonged periods to lead their own play. These children are suitably occupied and, supported by older children, they play happily. The childminder regularly checks on the children but fails to become engaged in their play. Limited adult support means children are not always appropriately challenged and do not have enough opportunities to extend their learning. The childminder responds promptly to children's requests for alternative play materials but leaves them to play independently. She has a good range of age and developmentally appropriate play materials. However, limited storage means many are stored at high level so children are unable to access them independently.

Children benefit from some interesting adult-led activities and enjoy painting alongside the childminder. Older children are briefly well supported by the childminder, who encourages them to talk about their paintings and name the colours they are using. She responds enthusiastically when children ask to extend the activity and subsequently paint their hand and make handprints on the paper. Babies initially enjoy the opportunity to explore the texture of the paint and, guided by the childminder, make marks on the paper with a small brush. However, the childminder fails to sustain their interest and they are quickly bored. As a result, she is unable to sustain the support for older children. Consequently, children over two years of age are left to play independently while the childminder returns to the living room.

Systems to observe and monitor children's progress towards the early learning goals are established but are not always well used. Records indicate children are working within the typical range of development. However, it is difficult to accurately assess the progress children are making with the childminder, because details of children's capabilities at admission are not identified. In addition, weaknesses in planning, the quality of teaching and limited adult support mean the educational programme does not fully meet the learning needs of the range of children who attend. Consequently, children are not fully supported by the childminder in acquiring the skills, attitudes and dispositions they need to be ready for the next stage in their learning, especially school. The childminder regularly shares details of completed observations with parents, which provide details of children's achievements. The childminder is aware that a progress check for children between the ages of two and three years should be completed, but has failed to do this for some children. She routinely supports children's learning in school, for example,

following a discussion with the reception teacher, she encourages children to sound out initial sounds and the letter sounds for simple words.

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

Children are warmly welcomed by the childminder, who provides loving and affectionate care that helps them feel emotionally secure. As a result, children have formed secure attachments with the childminder, which effectively promotes their emotional well-being. Children are happy and settled and demonstrate a sense of belonging. The childminder is adequately informed about children's individual care needs and routines, which are subsequently implemented. However, weakness in the arrangements for sleep times and when changing nappies compromise children's good health. This is because changing mats are not appropriately cleaned after use and children are able to play on them before they are removed. In addition, the childminder does not provide appropriate bedding at sleep times and children sleep directly on the settee. Suitable provision is made for the children to be physically active and to spend time outdoors in the fresh air and sunlight, which contributes to a healthy lifestyle. Outing into the community are used well to raise children's awareness of road safety and ways they can keep themselves safe.

The childminder generally has an adequate understanding of how to ensure the safety of the children in her care. She has assessed the risk to her premises and has minimised some identified hazards. However, the childminder has failed to identify the risk presented by low-level wires, particularly to mobile babies when left alone in the front room. This compromises their safety. Children are learning the importance of socially acceptable behaviour because the childminder implements appropriate behaviour management strategies. Consequently, older children play well together and routinely take turns and share resources. The childminder is mindful of children's progression into nursery and school, and she provides regular opportunities for children to socialise with their peers, which helps develop their confidence. Children's self-help skills are also well promoted, for example, to ensure they can go to the toilet independently and put their own coats and shoes on. Consequently, children are well prepared emotionally and socially for their move into nursery or school.

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

The childminder gives insufficient regard to the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Consequently, a number of legal requirements are not being met. These weaknesses have a negative impact on children's general well-being and the quality of the provision for children's learning and development. The childminder demonstrates a clear knowledge and understanding of child protection issues. She has completed safeguarding training and is booked on a refresher course to consolidate her knowledge. The childminder has details of her Local Safeguarding Children Board procedures for reference. Consequently, she is able to implement appropriate procedures if she is worried a child is being abused, or if an allegation of abuse is made against her or a member of her household. Appropriate checks have previously been completed on all adults living on the premises. The childminder is

currently in the process of ensuring her adult child provides information to enable Ofsted to complete a Disclosure and Barring Service check. She has a secure understanding of how to protect children in her care from visitors and adults who have not been vetted. This helps protect children from possible harm.

Leadership and management are weak. Poor organisation means written records which are required for the safe and efficient management of the provision are not satisfactorily maintained. Established systems are not robust enough, and as a result, while the childminder has a record of children's attendance, there are occasional gaps in the record. Similarly the childminder has child record forms for most children in her care but has failed to ensure such records are in place for every child. In addition, records relating to the administration of medication and parental consent to administer medication are again inconsistent and some records lack the required information. This is also a breach of legal requirements of the Childcare Register. The childminder has devised a range of appropriate written policies and procedures; however, many have not been reviewed for some time and are not routinely shared with parents. This is also a breach of a legal requirement of the Childcare Register. Systems to evaluate the effectiveness of the provision are not rigorous enough. This means the childminder has an unrealistic view of some aspects of the provision; consequently, she has failed to identify or address areas of weaknesses. Professional development since the last inspection has been limited. Consequently, the childminder is not sufficiently focused on improving the quality of teaching and monitoring the quality of the education programme and children's individual learning experiences.

Partnerships with local schools that children also attend have been established and contribute to the support the childminder offers to help children in reception class make progress. However, partnerships with parents are not fully developed. The childminder promotes relaxed and informal relationships with parents, and mutually respectful relationships are evident. The childminder routinely shares available records and exchanges information verbally. Parents spoken to at the inspection confirmed they are very happy with the service they and their child receives. Parents are routinely informed about the range of activities and experiences their children participate in. However, too little emphasis is placed on the importance of parents' contribution to initial and ongoing assessments of children's capabilities and planning for their future learning. The childminder is aware of the importance of working with other professionals to help support children if individual needs are identified. However, systems to ensure such children are identified are not rigorous enough, for example, the childminder chooses not to complete the progress check for some children when they are between the ages of two and three years. As a result, she does not provide all parents with a summary of their children's progress at an appropriate time.

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:

- keep 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)
- keep a record of the name, home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- keep a written record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, and medicine which the child is permitted to self-administer, together with a record of a parent's consent (compulsory part of the Childcare Register)
- make copies of the written statements of safeguarding procedures and complaints procedures available to parents (compulsory part of the Childcare Register)
- keep 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)
- keep a record of the name, home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- keep a written record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, and medicine which the child is permitted to self-administer, together with a record of a parent's consent (voluntary part of the Childcare Register)
- make copies of the written statements of safeguarding procedures and complaints procedures available to parents (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. 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	134351
Local authority	Wigan
Inspection number	817896
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	07/09/2011
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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