

Inspection date	23/10/2014
Previous inspection date	23/04/2014

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 made sufficient improvements to the management of her provision and now has a sound understanding of the statutory requirements for the Early Years Foundation Stage. Consequently, she takes appropriate steps to keep children safe, to support some aspects of their development and to maintain all required records.
- The childminder has a generally suitable understanding about how children learn and develop. She supports them sufficiently by providing a suitable range of toys and equipment, by instinctively engaging in their play and by extending their experiences though occasional outings.
- The childminder seeks sufficient information from parents to ensure she is aware of children's basic needs. She is friendly and very nurturing in her approach and children's well-being is mostly well supported. Consequently, they are settled, happy and are confident to play and explore.

It is not yet good because

- The planning of activities is not precise or consistent enough to ensure that children receive the levels of challenge and opportunities they need to make good progress in all areas of learning, particularly their independence, self-care and speaking.
- Assessment of children's achievements does not fully embrace parents and is not rigorous enough to form clear starting points to plan for children's continued learning, in both the inside and outside environment, or to effectively monitor the quality of provision for teaching in order to more precisely target an improvement plan.

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 checked areas of the premises used for childminding and she observed activities in the lounge.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documents, including operational and children's records.
- The inspector checked evidence for the suitability of household members, the childminder's training records, and discussed her self-evaluation and improvement plans.

Inspector

Angela Rowley

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in a house in Heywood. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two dogs as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and 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. They attend for a variety of sessions. The childminder occasionally works with an assistant. She operates all year round from 7am to 6pm, 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:

- implement effective planning that incorporates all areas of learning and development and takes into account children's levels of development to ensure they are sufficiently challenged, particularly their independence and self-care and their speaking.

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

- embed assessment procedures and use them as an integral part of the learning and development process right from the start; obtain more detailed information from parents at admission and monitor children's levels of development to identify any gaps in teaching and learning
- increase the rigour and timeliness of improvement planning through careful monitoring of the quality of the provision in order to more precisely identify targets for improvement and a training plan which will further develop and sustain the quality of teaching and learning in both the inside and outside environment.

Inspection judgements

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

The childminder has a sufficient understanding of the learning and development requirements of the Early Years Foundation Stage to enable her to meet children's needs. She has attended some basic training and recognises that children learn through play. She

supports them generally well by instinctively engaging in their play and by providing toys that they enjoy. She uses her lounge and dining room to create a suitably stimulating indoor environment, which helps children develop some of the skills they need to become independent learners. For example, children are able to think and follow through their own ideas because they can help themselves to a suitable range of toys and equipment stored in easily accessible units. They know where to find favourite toys, which support their pretend play with dolls, and they keenly initiate play with the childminder. The childminder supports children's basic learning as they play. For example, she dresses dolls that toddlers bring to her which leads to them putting the doll in the play pram to take for a walk. Instinctively, the childminder models actions to support children in making meaningful marks. For example, when toddlers draw using circular movements and lines, the childminder models making spiral shapes and she emphasises mathematical vocabulary, such as, 'round and round and round'. This leads to children imitating more circular movements. The childminder talks to children continually and as a result, their understanding is developing well. She is less skilled in encouraging children to speak and do so for themselves and sometimes offers them too much support. She knows children's non-verbal cues and responds without encouraging them to vocalise their needs and she asks closed questions which elicit only a non-verbal response. This means that children are not always given the levels of challenge they need to make good progress.

The childminder knows children well and she notices what they can do. This means she knows the activities they enjoy and which engage them. She has started to use this knowledge to motivate particular aspects of their learning. For example, she has used children's favourite dolls to encourage an awareness of helping with dressing and undressing. The childminder has begun to match up what she knows children can do by using a development guide. Where assessments of progress have been started, she has made some worthwhile attempts to do this. Consequently, the childminder knows that children are mostly achieving within the typical range of development expected for their age. However, as yet, she is not using the information securely to make sure she plans a response to areas in which children's progress is not yet consistently good. Activity planning is not always precise to help children achieve the most from the activities she provides in all areas of learning. Furthermore, because the childminder is not yet carefully planning and monitoring what she provides and because there are gaps in her assessment of what children can do, she cannot fully demonstrate how she promotes children's learning across the Early Years Foundation Stage in a broad and balanced way.

The childminder has developed some long-standing relationships with parents and she verbally shares information with them each day about children's activities, needs and any new achievements. She shares photographs with parents so they see the activities their children take part in and enjoy. As yet, however, the childminder has not made best use of her discussions with parents at the start of each placement. She does not make full use of what they already know about their child's development. As a result, she does not have the precise information she needs to enable her to fully challenge children and establish learning priorities right at the start. She has yet to implement the progress check for children aged between two and three years. However, she is aware of the requirement to complete this when the time comes.

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

Children settle well and demonstrate a clear sense of belonging in the childminder's home. This is supported through provision of pre-admission visits to help build children's confidence in the childminder's relaxed, welcoming, environment where they enter to find a range of freely accessible toys and equipment. She knows information about children's care needs because she discusses this with parents and asks them to complete basic written information right at the start. The childminder is friendly and nurturing and as a result, children form secure emotional attachments with her. They seek out her engagement in their play, which extends the possibilities for their learning. They snuggle up closely on waking from sleep and display genuine signs of affection. The childminder is warm, responsive and notices children's needs and interests, which helps her support them. For example, she notices children's non-verbal cues for hunger or tiredness. On occasion, however, her nurturing tendencies mean that she does too much for them, which hinders their developing independence.

Children's individual health, physical and dietary needs are mostly well met. Their physical well-being is prioritised and the childminder meets children's needs well. For example, young children sleep soundly according to their regular routines using a designated cot in a darkened, spare bedroom. Children are generally well-nourished and have their individual dietary requirements met. The childminder offers the foods which are provided by parents and she supplements them with healthy drinks and fruit snacks. Children know when they are thirsty and they can access their own cups for a drink. They are encouraged to self-feed at lunch time and are suitably supported through the provision of a child-sized table and chair with suitable cutlery. However, they are not always given the time they need to persist with self-feeding as the childminder feeds them as well.

Other aspects of children's personal and social development are well promoted. Through good levels of support and attention children's behaviour is good. The childminder is relaxed and praises their achievements. Consequently, they develop positive attitudes. She supervises children closely, which keeps them safe. The childminder understands risk assessment procedures and her home is mostly safe. However, she currently chooses not to use her enclosed garden due to identified, but easily avoidable risks, which limits children's access to outdoor learning. Children learn about staying safe because they understand the rules and boundaries in her home, use safety equipment such as car seats, and discuss routines, such as for emergency evacuation. Regular outings and trips are purposefully planned to help develop social confidence and independence and allow for fresh air and exercise every day. For example, visits to toddler group, soft play centres and petting farms. Additionally, daily walks to school to collect older children, help to prepare young children emotionally for their move to school when the time comes as they become familiar and secure with the routine.

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

The childminder has a sound knowledge of how to meet both the safeguarding and welfare requirements and the learning and development requirements of the Early Years

Foundation Stage. Since the last inspection by Ofsted, where she received a number of actions to improve, and a subsequent monitoring visit in July 2014, the childminder has taken sufficient steps to improve her provision. She has used the guidance provided by her Local Authority, which is beginning to help her understand how to assess and plan for children's learning needs, including the progress check for children who are aged between two and three years. As a result, she is now helping children make sound progress with many aspects of their development. Despite this improvement, however, the childminder still cannot be sure that she provides children with a programme of activities which covers all aspects of the Early Years Foundation Stage because she does not securely plan or monitor the range of activities she provides. Through improved organisation the childminder now keeps all required records and sufficiently maintains the management of her provision. She uses a suitable range of written policies, including for complaints, accidents, and medication to ensure that there is a clear professional agreement with parents. She keeps records of the attendance of children and her assistant. Furthermore, she has a sound awareness of child protection issues. For example, she is aware of the signs and symptoms to alert her to any concerns. She also has up-to-date information to be able to report any concerns to the appropriate authorities, including any allegations made about herself or her assistant. Risk assessment now ensures children's safety is not compromised, evacuation procedures are understood and the childminder checks children's bags for the storage of medicines on arrival each day.

Since the last inspection, the childminder has begun to implement some of the learning achieved on a training session undertaken just weeks prior to the last inspection. She shares her knowledge with her assistant and this is now beginning to shape her provision for supporting children's learning and development. The childminder is open to seeking the views of others and has started to link with other childminders in an effort to make further improvements. She is keen to accept the support of local advisers and she is looking to attend generic early years training. As yet, however, evaluation of her provision is not sufficiently refined to allow her to identify where to more accurately target specific areas for training and development in order to have a more timely impact on teaching and learning. Although, she is fully aware that continuing to secure her understanding of how to fully implement and maintain her new systems is a priority.

The childminder is clearly aware of the benefits of working with others to support children's continuity of care and learning. Parents are provided with some useful information about the way the childminder works through provision of some documented policies and contractual information. Through verbal exchanges and daily diaries, parents receive plenty of information about their children's care and daily activities. The childminder's communication with parents is increasingly focused on including aspects of children's learning and development, although, as yet she has not found a successful way of obtaining the amount of detail she needs about what children can do already when they first start. She links appropriately with school teachers when needed to help her promote children's needs consistently.

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	EY300362
Local authority	Rochdale
Inspection number	978716
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	23/04/2014
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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