

Inspection date	12/01/2015
Previous inspection date	14/05/2009

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 has a suitable understanding about how children learn and develop. She supports them sufficiently by providing a suitable range of toys and equipment, planning some interesting activities and by instinctively engaging in their play.
- The childminder seeks sufficient information from parents to ensure she is aware of children's basic care 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.
- The childminder makes her home safe and welcoming to children. She also attends required training, such as in first aid and safeguarding, to help children stay safe.

It is not yet good because

- The childminder does not always make good use of the premises, both inside and outside and planning of activities is not precise or consistent enough to ensure that children receive the levels of challenge and breadth of opportunities they need to make good progress in all areas of learning.
- The childminder does not fully understand how to implement the progress check for children between the ages of two and three years. Her assessments of children's achievements do not fully embrace the knowledge of parents and other carers to consistently plan for children's continued learning, and they are not used to monitor the quality of teaching in order to 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 on the ground floor which are used for childminding and she observed activities in the playroom.
- 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 details for the suitability of the childminder, her training records, quality audit and discussed her self-evaluation.

Inspector

Angela Rowley

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Chadderton, Oldham. The whole of the ground floor and the enclosed rear garden are used for childminding. The childminder visits the shops and park with children on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend on a part-time basis. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an early years qualification at level 3.

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 consistently takes into account children's levels of development to ensure they are sufficiently challenged
- implement effective assessment procedures, including the progress check for children between the ages of two and three years, and use them as an integral part of the learning and development process right from the start; obtain more detailed information from parents and other carers and monitor children's levels of development more rigorously to help to identify any gaps in teaching and learning.

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

- review the use of space and equipment both inside and outside to better support children in developing their levels of independence and to provide children with access to a broader educational programme
- 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 to develop a training plan which will develop and sustain good quality teaching and learning.

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 identify and meet children's most significant needs. Since her last inspection, she has attended some training and uses her skills gained through her level 3 qualification in recognising that children learn through play. She supports children generally well by instinctively engaging in their play and by providing toys and activities which they enjoy. She uses a designated playroom to create a suitably stimulating indoor environment, which helps children develop some of the skills they need to support their future learning. For example, children are able to think and follow through some of their own ideas because they can help themselves to a suitable range of toys and equipment. They use familiar and accessible equipment to extend the experiences provided by the childminder. For example, they use pots and pans from the play kitchen to fill and initiate pretend play with the cooked spaghetti provided as an exploratory play opportunity. The childminder supports children's basic learning as they play. For example, she encourages sharing and taking turns with resources. Instinctively, the childminder models counting as children are supported to manage the number of turns they have left. She offers some extension to children's learning by offering additional tools, such as large plastic tweezers to use to pick up the spaghetti. This offers some basic challenge to a more able child. However, the planning for activities is basic and narrow. As a result, learning intentions are general and do not precisely promote individual children's next steps. 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 some of 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 interest in books and singing to support language development. She uses her general observations well to identify areas where most support is needed, although this results in gaps in her assessments. The childminder has very recently started to match up what she knows children can do, using a development guide. However, her understanding of assessment is not securely embedded. She does not understand how best to complete the progress check for children between the ages of two and three years or the roles of parents, other carers and professionals within this. The childminder has made some worthwhile attempts to start developing systems to assess children's levels of achievement and the progress they make. Consequently, she knows that children are moving towards 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 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, 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 secure and trusting relationships with parents and she verbally shares information with them each day about children's activities, needs and any new achievements at the setting. As yet, however, the childminder has not made best use of her discussions with parents to include information from other carers to ensure that the provision complements each other and offers continuity for children. Additionally, at the start of each placement the childminder focusses heavily on obtaining information about

their care needs and she does not make full use of what parents and other carers already know about children'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 in order to complete a broad and accurate baseline assessment.

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 the provision of pre-admission visits to help build children's confidence in the childminder's relaxed, welcoming, environment where they enter to find a suitable range of freely accessible toys and equipment. She knows information about children's care needs because she discusses this with parents 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 not challenge children to extend their capabilities, 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 settle to sleep quickly and soundly according to their regular routines because the childminder understands their needs and picks up on their non-verbal cues. Children are generally well nourished and have their individual dietary requirements met. The childminder provides healthy drinks and fruit snacks. Children know when they are thirsty and they can access their own cups for a drink. More able children are encouraged to self-feed at lunch time and are suitably supported through the provision of a child-sized table and chair. However, the childminder does not consistently use her space, equipment or the routine to support the development of independence and self-care. For example, younger children sometimes graze from a dish held by the childminder at snack time and more able children are prevented from being able to respond to their own toileting needs as the childminder restricts access to areas of the house through the use of a safety gate in the playroom door. As a result, children are not consistently challenged to develop and use some of the skills they need for their future learning.

Other aspects of children's personal and social development are well promoted. Through good levels of support and attention, children are developing positive attitudes to behaviour. The childminder is relaxed, caring and praises their achievements. Consequently, they are adopting caring tendencies and are being effectively supported to share and to take turns. The childminder supervises children closely, which keeps them safe. She understands risk assessment procedures and her home is organised safely. However, she does not routinely use the garden, which limits children's opportunities to play, explore and investigate outside. Children learn about staying safe because the childminder offers gentle reminders about their behaviours and she practises routines,

such as emergency evacuation. Occasional outings are planned to help children develop social confidence and allow for fresh air and exercise. Additionally, daily walks to school or nursery to collect other 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 the safeguarding and welfare requirements of the Early Years Foundation Stage, although her understanding of how to deliver the learning and development requirements is still developing. Since the last inspection by Ofsted, where she received a number of recommendations to develop her provision, the childminder has taken some basic steps to improve. She has risk assessed her premises and outings and, as a result, children are suitably supported to stay safe. She is using the guidance provided by her local authority, which is beginning to help her better understand how to assess and plan for children's learning needs. As a result, she is now helping children make sound progress with some aspects of their development. However, despite this improvement, 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. Additionally, her understanding of assessment is still embedding. Through improved organisation the childminder keeps all required records and sufficiently maintains the management of her provision. She uses a suitable range of written policies, including for complaints and in relation to safeguarding children. 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.

Since the last inspection, the childminder has started to reflect on the quality of the provision she offers through completion of a quality audit tool provided by her local authority. This is beginning to shape her provision for supporting children's learning and development as it has prompted the childminder to identify where there are weaknesses in her understanding. The childminder is open to seeking the views of others and is keen to accept the support of local advisers. As yet however, she has not used the information to target specific areas for training and development in order to have a more timely impact on teaching and learning. She is fully aware that continuing to secure her understanding of how to fully implement and maintain her new systems to observe, assess and plan for children's continued development 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. Through verbal exchanges, parents receive plenty of information about their children's care and daily activities. The childminder's communication with parents is increasingly focused on promoting 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 or from other carers. Parents comment positive about the service they receive and recognise the value of the provision on children's personal development, their communication and language and their physical development.

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
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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	504959
Local authority	Oldham
Inspection number	995133
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	14/05/2009
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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