

Inspection date	24 February 2015
Previous inspection date	31 August 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not ensure that a daily record of children being cared for on the premises with their hours of attendance is maintained.
- Assessment and the consistent identification of children's developmental progress is not implemented effectively in practice. Children's next steps are not well identified.
- Activities do not always offer age-appropriate challenge to fully support children's individual needs and stage of development. At times, the childminder offers resources which are too easy for children's developmental stage. Therefore, children become disinterested in play and learning.

It has the following strengths

- Children are settled and have formed secure attachments to the childminder. They listen carefully to the childminder and invite her to join in their play.
- Partnerships with parents are in place. Parents share information about children's care needs when children first start. The childminder follows routines from home, this helps to support children to settle.
- The childminder attends statutory and non-statutory training. This has a positive impact on children's learning as she refreshes and develops her knowledge.
- The childminder undertakes some self-evaluative practice. She gains the views of parents through questionnaires and has identified priority areas that she wishes to address in the future.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a daily record of the names of all the children being cared for on the premises and their hours of attendance is maintained
- improve knowledge of the observation and assessment process in order to better understand children's individual levels of achievement, monitor children's progress and accurately plan for the next steps in their learning and development
- ensure that the individual needs and stage of development of each child is taken into account when planning activities and that the activities appropriately challenge children so that they remain engaged in their learning.

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities and children at play throughout the inspection and undertook a joint observation with the childminder.
- The inspector spoke with children, parents and the childminder throughout the inspection.
- The inspector looked at documentation and discussed children's progress towards the early learning goals.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector checked evidence of qualifications, training that has been attended and the suitability of the childminder.

Inspector

Elisia Lee

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder undertakes some observations of children as they play. She plans activities which follow children's interests and reasonably support children's developmental needs. Children enjoy making homemade pizzas. The childminder talks with children, asks them questions and prompts them to identify the different ingredients they use as they make individual pizzas. This supports children's developing communication and language skills. However, at times activities are not always matched well to children's needs. For example, older children play with resources which are intended for much younger children. This means that children are not appropriately challenged for their development stage and quickly become disengaged in activities. In addition, the childminder does not always effectively assess children's needs and identify their individual next steps in learning. As a result, children do not make good progress in preparation for school. However, nearly all children are within the typical range of development for their age.

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

The childminder creates a warm and friendly environment. Children are settled in the childminder's care and positive interactions take place. Children enjoy reading a book with the childminder and laugh together at the funny illustrations. This shows that children's emotional well-being is supported. Children have the opportunity to go on regular outings, such as local playgroups and walks in the environment. This means that children get plenty of exercise and fresh air as they explore their local environment. Children bring lunches from home and the childminder provides a range of healthy snacks. The childminder discusses children's dietary needs with parents so that she can offer the food children enjoy at home. Children develop an understanding of healthy lifestyles through taking part in cooking activities. Children access a range of resources to follow their ideas. Children are helped through change, as the childminder knows to form partnerships with other providers to share information about children and help them move to a new setting.

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

The childminder is developing her leadership and management practice. The childminder has adequate knowledge of the Early Years Foundation Stage requirements. However, she is currently not meeting all of these. The childminder does not ensure that a daily record of children being cared for on the premises and their hours of attendance is maintained. Therefore, children's safety is compromised. The childminder undertakes risk assessments and shows appropriate knowledge of effective safeguarding practice. The childminder undertakes some self-evaluative practice and has made some improvements since the last inspection, such as introducing parent questionnaires. However, while the childminder has made some improvements to develop her practice these have had little impact on the children. Partnerships with parents and other professionals are in place. Currently, the childminder is developing these partnerships further. This is so that she can develop her knowledge in order to better support children's learning needs.

Setting details

Unique reference number	EY423072
Local authority	Oldham
Inspection number	870178
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	31 August 2011
Telephone number	

The childminder was registered in 2011 and lives in the Shaw area of Oldham in Greater Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has an appropriate qualification at level 2.

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.

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