

**Inspection date**

24 March 2015

Previous inspection date

1 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The childminder does not have a valid qualification in paediatric first aid in order to deal correctly with any minor accidents or injuries that children may incur.
- The childminder does not have a secure knowledge of the procedures she should follow to safeguard children in the event of an allegation against herself or her family.
- The childminder does not have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage, in order to support all children's learning effectively.
- The childminder does not have robust systems in place for observation, assessment and planning for children's progress across all seven areas of learning in order to promote their learning well in all of these.
- The childminder has not implemented the progress check for children between the ages of two and three years in order to accurately identify areas where children may have gaps in their learning and make plans to close these.
- The childminder does not consistently provide activities which adequately meet the needs of children under two years of age, in order for them to make good progress, including in developing their speaking skills.
- The childminder has not implemented rigorous evaluation of her practice in order to bring about continuous improvement for children's care and learning. She has not used evaluation effectively in order to identify all of her training needs and ensure that requirements for qualifications are met.

### It has the following strengths

- Children are happy and confident in the childminder's care. The childminder recognises the importance of children having independence skills and some knowledge of numbers and letters in readiness for attending school.

## **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 valid qualification in paediatric first aid is held at all times
- develop a secure knowledge of how to manage any allegations made against herself or her family as part of robust procedures to safeguard children's welfare
- develop a secure knowledge of the learning and development requirements in order to provide a balanced educational programme for each child which takes into account their individual needs, interests and learning styles and promotes their good progress
- implement robust systems for observation and assessment of all children's progress for the areas of learning defined in the Early Years Foundation Stage in order to plan precisely for their individual needs and support readiness for their next steps in learning
- develop a secure knowledge of how to implement the progress check for children aged between two and three years in order to identify any gaps in their learning and make plans to close these
- ensure that activities for children under two years of age are always well matched to their individual needs, interests and learning styles in order to support the development of their speaking skills.

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

- implement robust methods for the evaluation of the childminding setting in order to identify and act on training needs and bring about continuous improvement in practice so that all legal requirements are met.

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

- ensure that an appropriate first aid qualification is held (compulsory part of the Childcare Register)
- ensure that an appropriate first aid qualification is held (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities on the childminding premises.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises, as well as evidence of her qualifications.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documents including policies and procedures.

## Inspector

Jennifer Kennaugh

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

The childminder does not provide activities which meet the learning needs of all children present. For example, pre-school age children are encouraged to learn letters and to form short words using jigsaw pieces, with plenty of verbal support from the childminder in order to help them see the differences between letters. However, children under two years of age do not receive the same level of interaction or planning to support their progress. For example, they are provided with a colouring book and a pencil in order to occupy them while the childminder supports the learning of older children. Consequently, they do not have good opportunities to further their progress due to a lack of teaching, including for learning single words in order to increase their speaking skills. This is because the childminder talks mostly to older children rather than dividing her time and attention fairly in order to support all the children's learning. The childminder does not know the areas of learning defined in the Early Years Foundation Stage and therefore is not able to follow children's progress in all these by observations and precise assessment. As a result, the planning for individual children's needs does not have the breadth or accuracy needed to support good progress in all areas of learning. This is because the childminder does not compare observations of what children can do with age-expected developmental milestones in each area of learning. Therefore, she does not have precise information on which to base plans for children's progress. She also does not make effective use of children's interests or the ways in which they prefer to learn. For example, the childminder does not use toddlers' need to explore their environment in order to develop their knowledge of words. The childminder's lack of knowledge of the learning and development requirements also means that she has not implemented the progress check for children aged between two and three years. This means that the opportunity is lost for plans to be implemented to close any gaps in learning at this stage, or the help of other professionals sought early. The childminder does provide a selection of accessible toys and resources for children to choose from, including construction toys, toy cars and coloured chalks with a board for making marks. However, the childminder's lack of both evaluative skills and knowledge of requirements means that these are not consistently used well to support all children to make progress.

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

The contribution made to children's well-being is not adequate to meet requirements. This is because the childminder does not have a secure understanding of some procedures for safeguarding children and also does not have a valid paediatric first-aid certificate. However, the childminder is welcoming and reassuring with children in order to support their emotional well-being. Children generally behave well and the childminder praises good behaviour, while explaining why some actions, such as throwing toys are not appropriate. She encourages children to put on coats or shoes with as little help as possible and to help others, such as by tidying up toys. Children learn why they need to wash their hands and when, in order to manage their personal hygiene. Children gain some understanding of the factors that contribute to a healthy lifestyle. This is because the childminder provides daily opportunities for exercise outdoors and teaches children

about some foods which are good for them. The childminder maintains partnerships with parents in order to support children's well-being by exchanging information daily about their children's care needs.

**The effectiveness of the leadership and management of the early years provision is inadequate**

The childminder's lack of knowledge of the requirements of the Early Years Foundation Stage has led to breaches in the safeguarding and welfare requirements, as well as those for children's learning and development. This is because the childminder has not adequately evaluated her practice or knowledge in order to identify her training needs promptly and address these. Most documents to support the running of the setting are in place, such as the daily record of children's attendance. The childminder implements suitable practical measures, such as preventing children from climbing on furniture, in order to help minimise the risk of accidents. She has an understanding of the importance of maintaining continuity of care and learning when children join or leave her setting and has plans in place to support children and parents at these times.

## Setting details

<b>Unique reference number</b>	307335
<b>Local authority</b>	Salford
<b>Inspection number</b>	867735
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 December 2008
<b>Telephone number</b>	

The childminder first registered in 1989. She lives in the Boothstown area of Salford, Greater Manchester. The childminding setting operates all year round on weekdays from 7.30am to 6pm apart from personal holidays and bank holidays. The childminder provides funded, early education for three- and four-year-old children.

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