

Inspection date	30 March 2015
Previous inspection date	5 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Assessment and the consistent identification of children's developmental progress are not implemented effectively in practice. Children's next steps are not well identified. Therefore, planned activities do not always support children's age and stage of development.
- The childminder does not always ensure that effective hygiene practices are in place, to protect and support children in all areas of the environment.

It has the following strengths

- Children have formed positive attachments to the childminder. Children are secure and settled. They invite the childminder to join in with their play and independently go to her for reassurance.
- Effective partnerships are in place with parents. Parents share information about children's care needs and routines at home. This allows the childminder to provide a consistency of care.
- The childminder attends statutory and non-statutory training. Through attending child protection training the childminder has formed knowledge of effective safeguarding practices. This has a positive impact on children's safety.
- The childminder undertakes some self-evaluative practice. The views of parents are gained through questionnaires and she has identified future priorities to further improve her provision.

What the setting needs to do to improve further

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

- 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.

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

- promote good hygiene practices in all areas of the environment where children can access, through ensuring that pet bowls are removed from the kitchen floor area.

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 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 completes observations of children as they play. Planned activities sufficiently support children's natural interests. Children enjoy a painting activity. They use their fingers, brushes and pieces of bubble wrap to make different marks and patterns. The childminder names the different paint colours in the tray and talks to children as they paint. This teaching strategy supports children who are in the early stages of developing their communication and language skills. However, although the childminder observes children she does not always identify their individual next steps in learning. This means that planned activities are not always best suited to children's needs and children's progress is not always effectively assessed. As a result, children do not make the best progress they can 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 has created a warm and homely environment. Children are settled in the childminder's care and positive interactions are in place. Children enjoy sharing a book with the childminder, sitting on her knee and pointing to different illustrations. This shows that children's emotional well-being is supported. Children enjoy outdoor play and local walks in the environment. For example, children visit the local canal and watch boats as they pass by. This means that children get plenty of exercise and gain an understanding of their local environment. Children develop an understanding of healthy lifestyles as healthy home-cooked meals are prepared every day. Children are motivated and access resources which follow their interests. However, the childminder does not always consider effective hygiene practices in the environment and leaves pet bowls filled with food on the floor. The childminder has formed partnerships with other providers and shares information about children's needs. This means that children are supported through change as they move to different settings.

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

The childminder has adequate knowledge of the Early Years Foundation Stage requirements and an understanding of risk management. The childminder undertakes daily safety checks to ensure that the environment is safe for children. The childminder has an understanding of effective safeguarding practice. She is aware of the authorities she needs to contact should she be concerned about a child's welfare. The childminder undertakes some self-evaluative practice. She monitors her practice through the views of parents. Recommendations raised at the last inspection have been addressed and priorities have been identified to drive improvement. The childminder attends training to develop her practice. She has recently attended training on supporting the needs of two-year-olds. This shows a commitment to ongoing improvement. Partnerships with parents and other professionals are in place. Meaningful information about children's individual needs is regularly shared to provide a consistent approach to children's care.

Setting details

Unique reference number	316118
Local authority	Rochdale
Inspection number	865088
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	5 June 2009
Telephone number	

The childminder was registered in 1990 and lives in Castleton, Rochdale. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

