

Inspection date	02/10/2013
Previous inspection date	18/04/2012

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 is satisfactory

- The childminder provides a warm and welcoming environment in which children are happy and secure in their play. She has sufficient knowledge to keep children safe when in her care and report any concerns about their welfare.
- The childminder provides some activities and outings to help them develop, and uses what she knows about their interests, to assist their progress in learning.
- The childminder is beginning to use support and advice in order to help children make better progress in their learning, which shows some commitment to improve.

It is not yet good because

- The childminder does not have a good knowledge of observation and planning in order to provide targeted educational activities for young children, to maximise their progress in their learning.
- The ways in which the childminder evaluates her practice in order to bring about continuous improvement, and to also rapidly address areas where she needs more training, are not robust enough to produce good practice.
- The childminder has not developed effective ways in which she can exchange information with other settings attended by children, in order to use a full picture of children's progress when making her own plans for their learning.

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 viewed the premises used for childminding.
- Samples of documentation were examined which the childminder uses when caring for children, regarding welfare and learning.
Discussions were held at appropriate times with the childminder to ascertain her
- knowledge of areas such as safeguarding, managing risk assessments and how to support children's learning.
- The inspector asked the childminder about how she develops her skills as a childminder and how she evaluates her practice.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged 12 years, in a suburb of Stockport. The whole of the property is used for childminding and there is an enclosed garden available for outside play. Toilet facilities are situated upstairs.

Care is provided from 7.30am to 6pm, Monday to Friday, all year round, apart from bank holidays and family holidays. The childminder is able to take and collect children from local schools and pre-schools. There are currently six children on roll attending for a variety of sessions, of whom; three are within the early years age range. The childminder also offers care to children aged over five years. She receives advice and support from the local authority, and also attends the local sure start centre.

What the setting needs to do to improve further

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

- ensure that the educational programmes provided are tailored to each child's learning needs, as a result of using precise information, such as, observations linked to age expected development and information from children's other settings about their progress.

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

- develop ways to exchange information about planning for children's learning and their progress with any other setting they attend, in order to better support children's care and learning
- develop rigorous self-evaluation to identify training and professional development needs so that the quality of provision for children improves.

Inspection judgements

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

The childminder has a basic knowledge of the learning and development requirements for the Statutory framework for the Early Years Foundation Stage and is aware of changes, such as the requirement for the progress check at age two. She obtains some initial

information from parents when children join the setting in order to plan, and makes baseline assessments across the prime and specific areas so that she knows what children can already do when she begins to care for them. The childminder makes some observations of children in order to plan for their individual development, but these are not always regular and do not lead to consistent planning for all seven areas of learning for all children. The childminder makes assessments of children's learning although she does not consistently use these to provide precisely targeted activities aimed at individual children for others to share in. This indicates that the childminder currently does not have a good knowledge and understanding of planning, observation and assessment in order to support children to make better than satisfactory progress.

Children have independent access to some age appropriate resources, including books, small world toys and cause-and-effect toys. This means that they can make some decisions about what to play with, supporting their growing independence. They enjoy making marks with felt-tip pens, and the childminder describes how they delight in 'messy play' and making collages. This demonstrates that children have access to activities that support development of their manipulative skills and also ones that help them to explore their creativity. The childminder reinforces learning about counting with children and also helps them to learn colour names as part of their early mathematical development. She is aware of children's favourite books, and suggests that they should look at these together when she recognises that they need some quiet time. The childminder helps children to identify some characters from books based on television programmes and asks them questions, to help develop children's communication skills. Children enjoy playing with books that have a cause and effect aspect, which provides an early experience of simple information communication technology. The childminder uses local groups for young children and babies. This supplements the activities she provides on her premises in order to further support the opportunity to gain the necessary skills in readiness for school when the time comes.

The childminder forms adequate partnerships with parents and is aware of the need to share information, in order to support continuity of learning and care. Information exchange is mostly verbal, and the childminder provides information about the activities children enjoy in the day, to help parents engage with their children's learning.

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

The childminder provides a welcoming environment for children, and interacts warmly with them, providing cuddles when they need emotional reassurance. They show a sense of security by seeking her attention to engage in physical play, such as tickling and showing delight when she responds to this. The childminder talks to children during some everyday routines, such as nappy changes, which helps to develop their communication skills. The childminder uses gentle reminders to manage children's behaviour and keep them safe, such as when they become boisterous and begin to climb on furniture. Safety on the premises is supported by a range of measures, including safety gates and keeping external doors locked with keys out of reach. The childminder can describe the precautions she takes when on outings, such as when collecting other children from

school, in order to keep children safe. The childminder practises an evacuation procedure in case of emergency so children are familiar with it, to help them stay safe. The bathroom and kitchen are clean in order to help prevent the spread of infection, and the childminder makes daily visual checks of the premises, to minimise hazards.

Before children join the setting, the childminder obtains information from parents about health and dietary needs or preferences, in order to meet individual needs and help with a smooth transition into her care. She provides healthy snacks and meals, so that children receive nutritious food when in her care. Children have opportunities to enjoy outdoor exercise in local parks and at the sure start centre, using large play equipment, to develop co-ordination. She also uses soft-play centres to help children in their physical development and to help them learn about taking reasonable risks in their play.

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

The childminder demonstrates an adequate knowledge of how to recognise signs of abuse in children, and can satisfactorily describe the procedures she follows if she has concerns about a child's welfare. She has suitable policies to meet statutory requirements to support the safe running of the childcare, and has a range of risk assessments that she reviews as needed, to help keep children safe. This includes for the premises and also any outings that she makes with children, together with a clear policy about the procedures she would follow if a child is lost. The childminder has appropriate records for accidents and any first aid needed, along with records for the administration of medicines with parents' permission. She maintains a daily register showing the times when children enter and leave her care. These procedures help to protect children's welfare. The childminder maintains a visitors' book to keep a record of who enters her house when a childminding service is being provided. The childminder understands about notifying Ofsted of significant events.

The childminder is beginning to familiarise herself with the Statutory framework for the Early Years Foundation Stage. She has identified some areas where she would like further help to improve practice, such as a better knowledge of making observations and planning for children's learning based on these. All recommendations from the previous inspection have been met, so improvements in practice are evident. However, the ways in which the childminder monitors and evaluates her practice are not robust. This results in gaps in knowledge due to not accessing training, for example, regarding how to provide good opportunities for children's learning based on observations of their development. The childminder has recently accessed support from the local authority childminding advisory team, in order to improve the provision for children's care and learning. She has begun to seek the views of parents through discussion, to inform her practice. The childminder is aware of the importance of taking children's views into account whenever possible, in order to match her practice to their needs. There is some capacity to bring about improvement in practice, and to seek support in order to do this, although this has not been sufficient to ensure good rather than satisfactory practice. The childminder is aware of the importance of exchanging information to support children's wellbeing and learning,

when they also attend another setting as well as her own. However, she has not put in place ways to do this. This means that neither setting receives a full picture of the child in order to best support their welfare and ability to accurately plan for their learning.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY409981
Local authority	Stockport
Inspection number	932681
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	18/04/2012
Telephone number	

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.ofsted.gov.uk

© Crown copyright 2012

