

Inspection date	23/01/2014
Previous inspection date	14/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 provides a reassuring and welcoming environment where children are happy and show that they feel secure. She has an understanding of how to manage any concerns about children's welfare in order to safeguard them.
- The childminder demonstrates an understanding of how to manage very young children's behaviour so that they can learn social skills and play alongside others.
- The activities, outings and resources provided are age-appropriate and contribute to children's learning and development.

It is not yet good because

- The childminder was not able to demonstrate that she keeps an accurate daily record of the names of children cared for on the premises and their hours of attendance. Self-evaluation for effective continuous improvement is inconsistent.
- The childminder has not sufficiently developed the ways in which she monitors and evaluates her practice, including monitoring her own knowledge and understanding of the areas of learning and development of the Early Years Foundation Stage and her planning, observation and assessment of children's learning.
- Opportunities for babies and very young children to engage in exploratory play with collections of synthetic and natural objects, in order to support development of their communication and language along with their manipulative skills, have not been fully developed.

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

- A range of information was reviewed by the inspector in order to prepare for the inspection.
- The inspector viewed the areas of the premises that are used for childminding.
- Evidence of suitability of adults living on the premises and the childminder's qualifications were checked.
- Samples of documentation were examined which the childminder uses when caring for children, regarding their welfare and learning.
- The childminder was interviewed to ascertain her knowledge of areas, such as safeguarding, how to support children's learning and the ways in which she evaluates her practice.
- The childminder was observed while working with children and the inspector asked her about how this supported the children's care and learning.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder registered in 1995 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in Milnrow, Rochdale. There are three steep steps down to the front door from the footpath, with ramped access at the side of the house. The whole of the ground floor is used for childminding and there is a fully enclosed back garden for outside play. The family has two dogs and a guinea pig as pets, which are kept in the house but are inaccessible to children.

Care is provided from 7.30am to 6pm on weekdays, 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 three children on roll, of whom two are in the early years age range. The childminder has a relevant level 3 qualification and receives support and advice from the local authority.

What the setting needs to do to improve further

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

- ensure that an accurate daily record of the names of children cared for on the premises and their hours of attendance is kept and available for inspection
- improve knowledge and understanding of the seven areas of learning and development in order to implement ways to precisely observe, plan and assess for children's learning, so as to support good progress through the provision of challenging individual programmes for learning.

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

- develop the opportunities for children's exploratory play, such as with resources with a variety of textures, sounds and colours that are natural and synthetic, as part of the provision for developing children's communication, language and manipulative skills
- develop the evaluation of the provision across all areas in order to bring about continuous improvement and also ensure that up-to-date with any changes to the Early Years Foundation Stage.

Inspection judgements

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

The childminder understands how to keep basic records to track children's progress in learning, such as 'scrap books' of observations and photographs. She uses her own observations and information from parents to ascertain children's starting points in development. As a result, she is able to provide some activities and resources to support their learning, based on what children can already do. The childminder does not yet have precise enough monitoring for her planning to check that she provides activities that consistently challenge children. However, children are showing development within a range expected for their age and enjoy their play because some activities and resources match their interests and needs. Observations are made about what children can do and enjoy, and from this, the childminder plans some next steps in learning, as well as considering any resources that may be needed. For example, the childminder extends the selection of books available to children when she notices that they particularly enjoy looking at these with her. The childminder has an awareness of how to use tools for assessing children's progress, such as lists of age-linked developmental milestones, and the need to carry out the progress check for children aged between two- and three-years-old. However, she does not precisely determine where children are in their progress and hence, planning for future learning also lacks precision. This means that any early intervention needed is not consistently well-supported. Overall, the childminder's insecure knowledge of the breadth of areas of learning of the Early Years Foundation Stage means that teaching and support for children's progress is not optimised.

Babies are provided with a variety of cause-and-effect toys, which encourage them to learn how to push, turn and pull in order to gain a response. As a result, they develop their fine manipulative skills whilst playing with these. These activities also support age-appropriate use of technology. The childminder places books within reach of babies so that they can choose these independently and bring them to her to share. This helps to promote early experiences of literacy through looking at books with adults. Babies turn pages competently, showing their familiarity with the activity. The childminder provides small world resources, such as large plastic toy cars, mats with road designs and toy garages to support early imaginative play for children. She uses these to bring in words about colour and number, as she talks to children during their play, to extend their vocabulary. Children also have access to role play resources, such as toy kitchens, when the childminder alternates the resources available to further support learning through imaginative play. Although the childminder makes use of resources, which have a focus for play, the opportunities for exploratory play and the language development possible with this are not well-resourced. For example, by providing collections of objects that have a variety of contrasting textures and synthetic or natural origins, as well as those which make different sounds when handled.

The childminder joins with other childminders and children for activities, such as celebrating festivals from other cultures or countries, like Chinese New Year. This supports children developing early knowledge and understanding of diversity and the wider world. She keeps parents well-informed about their children's learning and development.

Information is verbally shared daily and she uses diaries daily. Parents share verbally observations about their children's learning at home, for example, one child has been observed to try to say the childminders name.

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

The childminder demonstrates suitable support when helping very young children to develop good behaviour, for example, through sharing toys equally between them. Parents are informed about their child's care on a daily verbal and written basis, which promotes continuity between home and the childminder's care. Children are observed to be confident and secure in her care. For example, they explore the space and resources fully, and vocalise confidently to the childminder due to their clear attachment to her. The childminder provides plenty of reassurance, in order to maintain babies' emotional well-being.

Resources are accessible to children as appropriate to their age and stage and this helps children and babies to make their own choices about what to play with and supports their developing independence. The childminder rotates toys that are available to maintain children's interest and motivation. She provides daily opportunities for outdoor play and exercise as children have access to the rear garden or local playgrounds to run and play games. Children therefore, have opportunities to develop their whole-body coordination. The childminder demonstrates knowledge of how to provide resources that help babies to become progressively more mobile as they strengthen their muscles. Soft play centres are used by the childminder in order to provide further opportunities for physical development. This means that children also have opportunities to take reasonable risk in play for their age and stage, combined with careful supervision.

The house is well-maintained, with measures to promote children's safety and also to help prevent illness due to the spread of any germs. For example, the childminder uses safety gates across doorways to the downstairs room and stairs, and the procedures for disposing of soiled nappies are hygienic. The childminder makes suitable storage arrangements for the food that parents send for children, in order to help prevent spoilage. The childminder has given consideration to ways in which she can inform parents about how to provide nutritious food for children, if this is needed. Children have frequent access to drinks in order to meet their welfare needs. A thorough knowledge of the children and families for whom she provides a childminding service enables the childminder to support the care and emotional needs of children well. She seeks information regarding children from their parents prior to them joining and this is used to help children to settle rapidly. For example, the childminder has knowledge about their routines and preferences, as well as any health-related issues, such as a need for nappy creams, to support this. Permissions from parents are sought about a range of issues, such as taking children on local outings and using outdoor play equipment in order to work in partnership with parents regarding their children's well-being. The childminder is flexible with regard to starting arrangements for children when they join her setting, in order to support their emotional well-being, and this is planned on an individual basis for

each child.

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

Risk assessments and safety checks are adequate to protect children's safety, and regularly reviewed to maintain this. As a result, children can play safely on the premises and access local outings. The childminder demonstrates sufficient knowledge of safeguarding procedures to manage any concerns she may have about a child's welfare. Suitability of adults living on the premises is checked through appropriate checks, in order to protect children. The childminder's practice is supported by policies and procedures that underpin children's welfare and learning. For example, she has a policy regarding the use of alcohol, in order to ensure that adults on the premises are not under the influence of these and that children are therefore cared for properly. She demonstrates an adequate understanding of matters which must be notified to Ofsted and this now includes the requirement to inform about significant events, which occur outside of childminding hours. Most documents are in place to meet requirements and support the safe and effective running of the childminding setting. However, the childminder was not able to produce an accurate daily record of the names of children cared for on the premises along with the times of this, on the day of the inspection. This is a breach of the welfare requirements of the Statutory framework for the Early Years Foundation Stage, although it does not have a direct impact on the quality of care and activities provided for children. It is also a breach of the requirements of the compulsory and voluntary parts of the Childcare Register.

The childminder demonstrates knowledge of child development, and uses this to decide if children are making age-appropriate progress. However, her knowledge of the learning and development areas of the Early Years Foundation Stage is not fully secure, leading to a lack of understanding of how to provide and monitor a balanced educational programme for each child. As a result, support for children's learning needs improvement because the childminder does not thoroughly check that opportunities are provided for all areas of learning. Children make steady progress in their development, but a lack of monitoring of planning, observations and assessment means that progress is not maximised.

The childminder obtains parents' views about her provision through verbal and written means. However, this is concerned with individual children's needs rather than to make decisions about her practice and how the support for children's learning can be improved. She demonstrates a suitable awareness of the importance of working with other professionals to support the needs of children with special educational needs and/or disabilities. The childminder also understands how working with other settings that children may attend can support progress through continuity of approach. The childminder makes some reflections on her practice, but this is not in sufficient depth and breadth to ensure that it is effective for all aspects. For example, the childminder has not robustly checked that she is fully familiar with the learning and development requirements of the current Statutory framework for the Early Years Foundation Stage, having cared for only older children until recently. As a result, the provision now requires improvement to be good. However, the childminder has begun to make links with other childminders in order

to observe effective practice and adopt it in her own provision, demonstrating that she can learn from others.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- maintain an accurate daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- maintain an accurate daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	316061
Local authority	Rochdale
Inspection number	948620
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	14/06/2012
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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