

Inspection date	08/01/2015
Previous inspection date	01/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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 has a suitable understanding of how to safeguard the welfare of children in her setting and minimise risk to their well-being.
- The childminder provides activities and resources that reflect the seven areas of learning and monitors children's progress precisely for some of these. Children make steady progress as a result.
- The childminder forms positive partnership with parents and any other settings attended by children in her care in order to support continuity of care and learning.

It is not yet good because

- The childminder does not adequately monitor and plan for individual children's progress in detail for all areas of learning, in order to optimise their progress.
- The childminder does not provide a balance of adult-led and child-initiated activities that leads to a consistently purposeful approach to children's learning. The best use is not made of some routines, such as snack times, to reinforce children's learning.
- The childminder does not have a secure understanding of how to use self-evaluation effectively for all aspects of her setting in order to bring about continuous improvement in practice.

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 areas of the premises used for childminding.
- The inspector checked the qualifications of the childminder, along with evidence of the suitability of adults living or working on the premises.
- A joint observation was carried out by the inspector and the childminder.
- The inspector examined samples of documentation related to children's welfare and learning, used by the childminder when caring for children.
- The inspector and the childminder discussed the childminder's knowledge of areas, such as safeguarding and supporting individual children's learning.
- The inspector and the childminder discussed the ways in which the childminder evaluates her provision and seeks the views of others to inform this.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three teenage children, in the Ashton-under-Lyne area of Tameside, Greater Manchester. All rooms in the house are available for childminding. There is an enclosed garden for outside play. The childminding setting operates from 7.30am to 6pm, on Mondays to Thursdays, all year round, except for family holidays and bank holidays. There are currently nine children on roll attending for a variety of sessions, of whom three are in the early years age range. The childminder is a member of the local childminding network and the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- implement robust and frequent observation and assessment for all areas of learning in order to improve the detail of information available for planning for all individual children and monitor the effectiveness of this
- implement a balance of adult-led and child-initiated activities and monitor this in order to establish a consistently purposeful approach to children's learning.

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

- make greater use of routines, such as snack or mealtimes, in order to enhance the opportunities for children's learning through these
- implement broad and rigorous self-evaluation in order to bring about continuous improvement in practice.

Inspection judgements

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

The childminder establishes children's starting points in learning and development with parents prior to their children attending and gains an understanding of children's interests. She makes some use of this information in order to provide activities that support children to make steady progress in readiness for their next steps, including attending school. However, the childminder does not assess children's progress to the same level of detail for all seven areas of learning. This is because the tracking of children's progress in the

four specific areas of learning is not precise or frequent. Consequently, any gaps in learning in these areas are not able to be identified and addressed at the earliest opportunity through plans which are individual to each child in order to minimise greater future difficulties. The childminder also does not adequately monitor the breadth of the observations she makes in order to ensure that these regularly cover all seven areas of learning. Although, she checks that she plans activities to form an educational programme throughout each week that reflect the seven areas, the childminder does not make precise plans that reflect each child's individual learning needs. This means that the planning process lacks the rigour to support a good standard of teaching. The childminder follows children's ideas for play and activities in order to support their learning. However, this sometimes leads to a lack of purpose as some areas of children's learning are not sufficiently assessed for this information about their progress to inform effective teaching through child-initiated play. The educational programme therefore lacks a balance of adult-led and child-initiated activities in order to maintain a purposeful approach to learning while using children's interests to support this.

Parents are encouraged to provide information about their children's activities away from the childminding setting in order for this to be used to support children's learning, such as their speaking skills. The childminder shares children's learning records with parents regularly in order to support their engagement with their children's learning and also discusses the progress check made between the ages of two and three years with parents. This means that parents are kept informed of their children's progress. The childminder enables parents to take a role in their children's learning by providing time for parents to stay and play with their children at arrival and collection times. This means that parents are familiar with some of the resources and activities that their children are provided with. The childminder provides resources to support children's learning through imaginative play. For example, children play in 'pop-up' tents with dolls and the childminder talks to them during this, in order to extend their communication and language skills. The childminder uses the opportunity to also share books with children, which supports their enjoyment of these as part of their early experiences in literacy. The childminder asks children questions about the pictures and this supports the development of some critical thinking. The childminder also encourages children to develop the skills needed for learning to write by providing 'wipe clean' surfaces for them to practise following the lines needed to form letters with pens. However, because the childminder does not make accurate and detailed assessment of children's progress in expressive arts and literacy, children's play is not used to optimal effect in order to promote their progress in these area of learning.

The childminder plays games with children to extend their early development in mathematics, such as ones for matching pictures. These games also challenge children's development of memory as they have to recall where they have seen another identical card in those spread upside down. The childminder asks children to count the cards they have won in order to extend their ability to match quantity and number. She also checks children's knowledge of colour names. The childminder provides activities, such as baking, which enable children to learn about measuring and jigsaws so that children learn about shape and space. However, children's progress in mathematical development again is not tracked in detail, and the childminder therefore does not have accurate information

available in order to plan next steps which optimise their individual progress.

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

The childminder obtains thorough information from parents prior to children attending, about how she can support their children's good health and well-being. For example, she obtains information about children's dietary needs and their routines. As a result the childminder provides continuity of care and support for children's well-being. She shares her policies and procedures with parents so that they understand how these are used to support their children's welfare in the childminding setting. The childminder understands the importance of using a flexible approach based on children's observed needs in order to support their emotional well-being when they are settling in her care. For example, she offers parents and children visits of gradually increasing time in order for children to become accustomed to the childminding setting. The childminder exchanges information with parents daily about children's well-being, including through means including discussion, photographs and daily diaries. This supports continuity of children's care. Parents are therefore well informed about their children's well-being and the activities they have participated in each day. Children are settled and confident as a result of the partnership working between the childminder and parents. The childminder exchanges information with other settings children attend in addition to her own, in order to support continuity of their care.

The childminder provides some resources for outdoor play on the premises. She makes use of local parks, playgrounds and countryside, in order to challenge children's development of whole-body control appropriately for their ages and stages. This enables children to enjoy exercise as part of a healthy lifestyle. Children also have opportunities to learn about taking reasonable risks in physical play through their use of larger equipment in playgrounds. The childminder provides nutritious meals so that children receive a balanced diet in her care. She teaches children about the foods that contribute to a nutritious diet. However, less use is made of routines, such as snack times for consolidating other areas of children's learning in order to maximise the use of these for their progress. Fruit and vegetables are offered at snack times as part of a range of healthy choices, so that children can choose from these as part of learning about a healthy lifestyle.

The childminder develops children's self-esteem because she praises them for their efforts, such as when they match pictures on cards correctly. This enhances their emotional well-being. The childminder has a comprehensive understanding of the importance of preparing children emotionally for their next stages in learning. For example, she helps children to develop confidence by gaining self-help skills, such as putting on their coats independently. Children have secure emotional attachments to the childminder which supports their well-being and therefore their learning. For example, children seek her attention during their play and sit close to her to listen to stories. The childminder helps children to learn about maintaining good personal hygiene, such as having clean hands before eating and keeping their noses clean. She teaches children about safety when on outings in order to develop children's independence for managing their own safety in the

future. The childminder implements effective strategies, such as distraction for managing young children's behaviour. She has a comprehensive policy for behaviour management that emphasises the use of positive strategies and working in partnership with parents. This is in order to provide continuity for children when helping them to learn to manage their own feelings and behaviour.

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

The childminder has an adequate knowledge of the procedures she should follow in the event of any safeguarding concerns regarding children, including if an allegation is made against herself or her family. She implements a policy for the use of mobile phones and cameras on the premises, in order to protect images of children from being spread and misused. All adults living or working on the premises have been checked for suitability. The childminder has a valid qualification in paediatric first aid, which enables her to deal with minor accidents and injuries correctly. She obtains written permissions from parents in order to work in partnership with them over a range of matters, including administering medicines to children and seeking emergency first aid if this is needed. The childminder completes, implements and reviews risk assessments for the premises and all outings, in order to identify hazards and minimise these to promote children's safety. She carries out daily safety checks on the premises in order to minimise risks to children's well-being. All required documentation is in place to support the safe running of the childminding setting.

The childminder demonstrates some knowledge of the learning and development requirements of the Early Years Foundation Stage. This enables her to plan activities which match some of the learning needs of children and which support them to make progress in development. The childminder monitors the progress of all children in the three prime areas of learning adequately. However, this approach is not extended to the four specific areas of learning in similar detail as observations and tracking of progress is not frequent or suitably monitored for these. Consequently, although the childminder provides activities that reflect all seven areas of learning and monitors this, she does not have detailed information available to support precise planning for individual children in the four specific areas of learning. This limits the impact of teaching as children's individual learning needs in these areas are not clearly identified in order to be met. The childminder has an understanding of the importance of working in partnership with other agencies and settings to support individual children's well-being and learning.

The childminder obtains parents' views through verbal means in order to evaluate her practice and parents praise her support for their children's care and the activities provided. Children are also asked for their views in order to improve the provision. The childminder's evaluation of her provision enables her to maintain the qualifications and documents she needs in order for her provision to meet statutory requirements in this respect. For example, the childminder has renewed her qualification in first aid and updated her safeguarding training. However, evaluation does not adequately address the inconsistencies in breadth and frequency of assessment procedures used in the childminding setting. This is because the childminder does not have a secure

understanding of the concept of self-evaluation covering aspects of her setting other than holding all required documentation and operating some monitoring of the educational programme. The childminder has addressed all actions from the previous inspection and implemented the recommendation. However, the childminder has not sufficiently considered all aspects of practice in her evaluation in order to bring about continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	501259
Local authority	Tameside
Inspection number	872264
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	01/12/2008
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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