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|--------------------------|------------|
| <b>Inspection date</b>   | 22/10/2014 |
| Previous inspection date | 20/11/2008 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 4 |
|                                                                                        | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 4 |
| The contribution of the early years provision to the well-being of children            |                         | 4 |
| The effectiveness of the leadership and management of the early years provision        |                         | 4 |

### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder does not gain written permission from parents prior to administering medication, and does not keep a written record each time medicine is administered to a child. This means that children are put at risk.
- The childminder has not undertaken an emergency evacuation drill since she registered and shows limited understanding of how to keep children safe should there be the need to evacuate the premises.
- Assessment and the consistent identification of children's next steps in learning is not yet embedded in practice. Therefore, planned activities do not always offer appropriate challenge or promote children's learning effectively.
- Children's progress is not reviewed between the ages of two and three years and parents are not involved in contributing to the assessment of their child's starting points or ongoing progress. Therefore, potential gaps in children's learning are not identified.
- Links with other providers do not facilitate information sharing about children's individual needs when children experience change or move to school. Therefore children are not well supported during times of change.

#### **It has the following strengths**

- Children regularly visit different sessional groups in the area and enjoy daily walks in the local environment, providing opportunities to get to know the local community.

## 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 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 took into account the views of parents.
- The inspector checked evidence of the suitability of the childminder and other adults living in the household.

## Inspector

Elisia Lee

## Full report

### Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 17 and 15 years, in the Heaton Moor area of Stockport. The whole of the ground floor of the house is used for childminding. There are bathroom facilities on the ground floor. Access to the childminder's home is up five steps. There is an enclosed garden available for outside play. The childminder has a cat. The childminder takes children to and from the local nursery and primary school. She attends playgroups and visits the local library with the children. There are currently ten children on roll, four of whom are in the early years age range and attend for a variety of sessions. The provision operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- ensure that medication is only administered where written permission has been obtained from the child's parent/carer and that a written record is kept each time medicine is administered to a child
- ensure that reasonable steps are in place to ensure the safety of children and others on the premises in case of fire or emergency evacuation
- improve knowledge of how to observe and assess children's progress in order to better understand children's individual levels of achievement, identify their interests and learning styles and use this information to accurately plan for the next steps in their learning and development so children make consistently good progress
- ensure that when a child is aged between two and three years, their progress is reviewed and parents and/or carers are provided with a short written summary of their child's development in the prime areas, and provide the opportunity to involve parents in the assessment of children's progress, such as when identifying children's starting points
- improve information sharing with other providers about children's individual learning needs so that all those involved in their care and learning provide consistent and complimentary provision.

## Inspection judgements

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

Teaching and learning is inadequate. The childminder has a limited understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, current practice does not reflect requirements. The childminder observes children as they play but does not identify which development stage they are at. Consequently children's next steps in learning are not planned for and procedures for assessment are weak. This means that children's progress is not clearly identified because effective monitoring and tracking is not in place. As a result, any gaps in learning or areas where children may need extra support are not known. Planning is based around a termly focus. This means that planned activities do not promote children's individual development and teaching is not always targeted to meet children's needs. Consequently, planned activities do not always offer sufficient challenge or maximise potential learning.

The childminder provides a running commentary during activities and poses some questions. For example, children play with a selection of animals and the childminder asks children to identify the different animals they can see. Planned activities include children exploring sensory play, being encouraged to feel different materials and make marks in runny liquid. Children initiate their own play and they access resources independently. Interactions with the childminder are positive and children are settled. The childminder encourages children to develop independence skills. For example, children are encouraged to put their coats on, use cutlery when eating and choose their own resources to initiate play. However, interactions with children are predominantly based on care needs. Children's developmental needs and interests are not well supported by the childminder as they play. Therefore, learning and teaching does not fully match children's needs. Consequently, children's next steps in learning and preparation for school are limited because they are not helped to equip themselves with the necessary key skills needed to support their future learning.

Links with parents are adequate. The childminder communicates through daily verbal feedback. However, parents have not been invited to contribute to children's development files through initial discussions to identify children's starting points and have not had the chance to contribute to summary checks or processes of assessment. This means that meaningful information about children's starting points, next steps in learning and a summary of development is not effectively shared between the childminder and parents.

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

Secure attachments are evident and children are content and settled in the childminder's care. Children initiate their own play and access resources with confidence. The childminder observes children and is aware of children's individual care needs. For example, the childminder identifies when children need their snack. Children independently make their needs known, such as pointing to a cup when they want to request a drink. The childminder is generally a positive role model, she sits with children

as they play on the floor and role models how to use the resources effectively. Positive behaviour is encouraged by using age-appropriate strategies for children. The childminder has a policy and clear procedures in place. The childminder offers praise when appropriate and children respond well. For example, children smile broadly as they are praised for helping the childminder to tidy away resources. Consequently, children are to some extent emotionally supported for future moves. However, as information about children's developmental stage and learning needs are not shared with other providers, such as nursery and school, the new provider does not have all of the information they need to support children to manage the change well.

Some procedures are in place, which help children to understand about personal safety. For example, children wear high-visibility jackets when on outings. Children are building a knowledge of how to manage risks through using tools, such as scissors. However, the childminder has failed to gain written parent permission when administering medication and has not recorded that medication has been administered. This places children at risk. The childminder has not undertaken an emergency evacuation since registering and although written procedures are in place these have not been discussed with children. In addition, the childminder shows limited understanding of the importance of undertaking emergency evacuations and how to keep children safe. Therefore, children's safety is compromised and they do not learn important procedures for keeping themselves safe.

Children learn about healthy lifestyles. They spend time in the fresh air each day. Children play in the garden, visit local sessional playgroups, the library and take walks in the local environment. This also helps them to become familiar with the local community. The childminder provides home-cooked meals each day, which include a variety of healthy options. Children's dietary requirements are catered for and healthy snacks and water are provided throughout the day. The childminder encourages children to be independent. For example, children drink from a cup and feed themselves toast at snack time. Positive attachments are in place and children are settled in the childminder's care. However, children are not well supported during times of change or when the time comes to move on to school because meaningful information is not exchanged about children's learning and development needs.

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

The childminder has a suitable knowledge of effective safeguarding procedures. She is aware of appropriate agencies to contact for further advice and support should she be concerned about a child's welfare. She has attended child protection training to develop the knowledge and skills she needs to identify when a child may be at risk. The childminder shows appropriate knowledge of whistle blowing procedures and is aware of the agencies she needs to contact should she have concerns. Some safeguarding practices are in place, for example, the childminder ensures that front door keys are always kept out of the reach of children, so they cannot leave the premises unsupervised. The childminder completes daily registers and records any accidents the children may have while in her care. The childminder and other adults in the household have had appropriate suitability checks completed, including Disclosure and Barring Service checks. This helps to

promote children's safety. However, arrangements for the administration of medication are not appropriate and this puts children at risk. The childminder undertakes risk assessments which cover multiple areas of the environment. Daily safety sweeps are undertaken each morning before children arrive to ensure that any risks are identified and minimised.

The childminder shows limited knowledge of how to support children in their learning and development. The educational programmes are not effectively monitored to ensure that they meet children's individual needs and promote their learning and development. As a result, children's progress is not consistently good. The childminder meets with other childminders at sessional groups to discuss activity ideas and passes information to parents from school teachers when asked. The childminder attends mandatory training, such as safeguarding and first aid, but she has not developed the knowledge she needs to deliver an effective educational programme to children.

The childminder's knowledge of self evaluation is limited. Recommendations set at the previous inspection have not been addressed and the childminder has not identified any areas of strength, or weakness which need to be addressed. Consequently, the childminder shows a poor capacity for ongoing improvement.

Some partnerships are in place. For example, the childminder liaises with other childminders when she attends local groups and has links with the local school, from where she collects older children on a daily basis. However, these partnerships do not support meaningful exchanges of information about children's development between all carers. This means that not all carers are well informed about children's care and learning needs. Parents generally express their contentment with the provision. Written comments from parents thank the childminder for her help and flexibility when caring for children. However, arrangements are not sufficiently robust to ensure that parents are well informed about their children's progress over time.

### 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:

- ensure that records are kept of medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the health or

safety of the children in your care (compulsory part of the Childcare Register)

- ensure that records are kept of medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any risks to the health or safety of the children in your care (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. 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY217524    |
| <b>Local authority</b>             | Stockport   |
| <b>Inspection number</b>           | 877358      |
| <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>  | 10          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 20/11/2008  |
| <b>Telephone number</b>            |             |

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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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