

Inspection date	24/05/2013
Previous inspection date	14/03/2012

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

- Children have formed secure emotional attachments with the childminder. They happily explore the resources, knowing that she is on hand to support and comfort them if required.
- The childminder uses clear and consistent strategies to manage children's behaviour positively. As a result, children play cooperatively together and share resources.
- The childminder has a suitable understanding of how to promote the health and safety of the children in her care. She conducts regular risk assessments of the premises to ensure that children are safe as they play and explore.

It is not yet good because

- The monitoring of children's progress is not rigorous enough to effectively identify areas where they may need support or to ensure activities are consistently challenging and stimulating.
- The childminder does not consistently model sentences by repeating what children say and adding another word. This means that children are not always supported when they are learning to build sentences.
- Children do not always engage with the story sessions because the childminder does not use any props to encourage children to be actively involved and interested.

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 in the childminder's home and had a tour of the premises.
- The inspector held ongoing discussions with the childminder at convenient times throughout the inspection.
- The inspector looked at some paperwork, including the policies and children's records.
- The inspector ensured the views of parents and children were included through questionnaires.

Inspector

Karen McWilliam

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 12, nine, eight and two years in a house in Rochdale. The whole of the ground floor is used for childminding. The childminder does not currently use the outdoor garden for childminding.

The childminder attends toddler groups and activities at the local children's centre. She visits the library and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6am to 7pm, all week, including weekends, family holidays. She is a member of 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:

- analyse the information gained through observation and ongoing assessment to identify children's stages of development across the seven areas of learning and plan challenging activities to support their progress.

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

- extend opportunities for children to practise forming sentences by repeating their words and adding another. For example, if child says 'car', say 'blue car'
- enhance children's enjoyment of story time by using puppets, soft toys or real objects.

Inspection judgements

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

The childminder, generally, supports children's learning. Prior to admission she suitably obtains children's starting points, through discussions with parents and 'all about me'

booklets, during initial settling-in visits. This ensures that the childminder knows the children well as they are settling-in. Through the use of an adequate range of appropriate resources, such as, electronic toys, shape sorters, small world and role play toys, she ensures children make satisfactory progress towards the early learning goals. The childminder makes some assessments of the progress children make over time and has completed the progress check at age two, where required. However, children's interests or stages of development are not always considered as information from observations and assessments are not used effectively. Therefore, the childminder does not have a secure understanding of how best to tailor planning to suit individual children. For example, although she identifies next steps in children's learning, these are not always meaningful and activities do not consistently provide sufficient challenge or stimulation. Consequently, during a colouring activity, the childminder offered children choices of pencils and crayons but she missed opportunities to allow children to freely explore the tools for making marks and enhance their creative skills as she offered them pre-drawn pictures. As a result, children quickly lose interest in the activity and move onto another. The childminder satisfactorily supports parents to be involved in their child's learning. For example, she shares their children's learning journals with them and she liaises with them daily through informal discussions.

The childminder interacts positively with children and involves them in conversations. As a result, they welcome her into their play. However, she does not always support children who are learning to form two word sentences. For example, when children hold up a toy car and say 'car' the childminder asks the children what colour it is. She does not model sentence building by saying 'blue car'. As a result, children do not recognise or name the colour and are not offered every opportunity to practise forming sentences. The children enjoy regular song and story sessions at the local toddler groups and library, which contribute to children developing a sound acquisition of language. Although, children do not always engage with the story sessions at the childminder's home. This is because she does not consistently involve them in the session by using props, such as puppets and real objects, to enhance stories by making them fun and interactive. This means that children sometimes become bored and distracted.

The childminder provides some opportunities for children to practise their mathematical skills during planned and everyday activities. For example, children enjoy constructing with numbered blocks and posting pieces into shape sorters. A range of resources further supports children, such as jigsaws. Children's imaginative skills are supported. Children enjoy role play toys, such as cars and home corner equipment. As a result, children comment that the 'iron' is hot while playing. There are ample opportunities for children to explore technology. For example, children play with electronic toys, such as first laptops. As a result, children investigate toys with buttons, flaps and simple mechanisms. The childminder ensures children take part in a variety of festivals to encourage them to value diversity, such as Christmas and Eid. As a result, children develop an understanding of the diversity of the world in which they live.

The childminder ensures children are provided with an adequate range of resources to support their physical skills. Although, children cannot currently access her garden, for safety reasons, the childminder ensures they access outdoors daily through planned outings to the local parks and toddler groups. As a result, children access a good range of

play equipment that tests and challenges their physical skills. The childminder fosters children's personal, social and emotional development. They have grown in confidence because they regularly play with other children while attending the toddler groups and take part in all activities that are on offer. These activities help children gain suitable skills for their future learning.

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

Children are happy and content in the childminder's home. This is because the childminder ensures they have a smooth transition into her care by implementing individualised settling-in procedures. As a result, children form secure attachments with the childminder and settle well. The childminder also works closely with parents to ensure that children's individual needs are known so she can support children. Children demonstrate they feel safe by snuggling into the childminder for a hug and by confidently playing and exploring in the environment. They are well supported with their self-care skills and, as a result, children develop their independence. For example, children confidently move between the playrooms selecting their own activities.

There is a good range of well-maintained, age-appropriate and accessible resources for children to play with. Regular daily checks of her home contribute to a safe environment. Children take part in a suitable range of activities which contribute to them developing an awareness of how to keep themselves safe. For example, the childminder ensures that children take part in regular fire drills and she discusses road safety with them while out and about.

The childminder is a good role model; she offers lots of praise and clear and consistent boundaries followed by explanations. These support young children as they learn the behavioural expectations of the childminder. As a result, children's behaviour is effectively managed and they are well behaved.

The childminder suitably supports children's health. She ensures they access fresh air daily and serves plenty of fruit for children to munch on during the day. A good range of hygiene procedures further contribute to children developing healthy lifestyles. For example, children wash their hands and play in an extremely clean environment.

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

Overall, the childminder has a sound understanding of the requirements of the Early Years Foundation Stage. She has a good understanding of her responsibility to safeguard the children in her care. She has a written safeguarding policy and demonstrates a good knowledge of the procedure she would follow if she had concerns about a child in her care. The childminder is also very clear about the procedure she would follow if there was an allegation against any of her family that questioned their suitability to work with children. She discusses her policies with parents during initial visits. This ensures parents are aware of how the setting operates from the outset.

Self-evaluation is used, generally well, to drive improvements. She updates her childminding knowledge by attending regular training through her local authority. She ensures that the views of parents are valued and included through informal discussions and questionnaires. The childminder works alongside her development worker to improve the quality of service she provides for children and their families. The childminder evaluates the educational programmes to ensure children are making suitable progress from their starting points.

The childminder works closely with parents and it is evident that they are happy with the service she provides from the kind words and comments they write in letters and questionnaires. For example, parents state that they are happy with the care their children receive, that she has a wonderful family and that the environment is clean and safe. As a result, parents have the confidence to leave their children in her care. The childminder has a sound understanding of the advantage of liaising with local schools to support children's transitions. This gives teachers the ability to meet individual children's needs and ensures there is continuity in their learning.

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	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	EY340408
Local authority	Rochdale
Inspection number	894028
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	14/03/2012
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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