

Inspection date

Previous inspection date

18/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 are happy, settled, and feel emotionally secure with the childminder.
- The childminder supports children in developing an understanding of good personal skills and an awareness of leading a healthy lifestyle.
- Children take turns and play harmoniously with one another because the childminder is a positive role-model to the children.
- The childminder supports children's language skills well by introducing new vocabulary.

It is not yet good because

- Opportunities for children to develop their pre-writing skills and write for different purposes are not fully explored to maximise their literacy skills.
- Planning is not fully effective in ensuring even coverage of the seven areas of learning.
- Observations are basic and do not clearly identify children's next steps. Consequently, assessment is not fully in place to track children's progress over time.
- The childminder has a basic knowledge of the learning and development requirements of the Statutory Framework of the Early Years Foundation Stage so children make satisfactory progress in their learning.
- Links with other early years settings are not fully established to ensure effective continuity of care.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children in the main playroom.
- The inspector spoke with the childminder at appropriate times throughout the observations.
 - The inspector looked through children's observation files, checked evidence of suitability and qualifications of the childminder, and a selection of policies and children's records.
- The inspector took account of the views of one parent.

Inspector

Emily Wheeldon

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult sons in a house in the Failsworth area of Oldham. The whole of the ground floor is used for childminding. There is a fully enclosed rear garden for outdoor play. The childminder

visits the local shops and park on a regular basis. She collects children from the local schools. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am until 6pm, Monday to Friday, except for Christmas and family holidays. She holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- improve the range of experiences and resources offered to children in the area of literacy by giving children access to written materials, such as books or poems and a wide-range of writing tools to ignite their interest, modelling writing for a purpose, such as shopping lists, and including opportunities for writing in role-play
- monitor the educational programme to ensure a broad range of experiences are provided in all the areas of learning to help children progress to the early learning goals
- observe and assess each child's starting points and progress across all areas of learning in relation to their age and stage of development and use this information to identify and plan the next steps in their learning.

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

- increase knowledge and understanding of the characteristics of learning and the progress check for two-year-olds as described in the Statutory Framework for the Early Years Foundation Stage
- strengthen links with other early years settings to ensure effective continuity of care.

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 seven areas of learning in the Statutory Framework for the Early Years Foundation Stage. She is less confident about the characteristics of learning and the progress check at age two. As a result, the quality of teaching is adequate and children make satisfactory progress in their learning. The environment she provides is bright, colourful and child-friendly. For example, there are

displays of the alphabet, shapes and numbers to support learning. With a strong focus on child-initiated activities, children are able to take the lead in their own play. The childminder supports their learning appropriately by asking questions, such as, 'How many cars can you see there?' This supports children's understanding of counting in mathematics. However, the planning of activities is very informal and not particularly robust in ensuring children receive a broad curriculum across the seven areas of learning. As a result, children are not fully supported in all areas of learning because these educational programmes are not monitored closely.

The childminder provides a welcoming home environment. Children settle quickly and enjoy being with her and each other. Children demonstrate that they can express their needs. They point to objects of interest or use one or two word utterances to say what they want. The childminder supports their language skills well by introducing new vocabulary to them so they can repeat words back. For example, when children are playing with toy cars and a garage, the childminder says, 'Look, petrol pump'. The childminder provides opportunities for children to develop their literacy skills. Children point to favourite story books and demonstrate that they know how to turn pages independently. On occasions, children practise tracing over their name in pencil to prepare them for school life and the childminder supports their handwriting skills adequately. However, further opportunities to write for different purposes, such as writing lists or a message to a parent, are not fully explored. Also, the range of writing materials and tools is limited and the provision offered does not inspire children fully to experiment with their writing. As a result, children are unable to reach their full potential in their writing skills.

Children enjoy engaging in imaginative play by pretending to make cups of tea and feeding toys with bottles. They peel stickers off their backing paper and carefully place them on coloured paper to make a Christmas picture, hence demonstrating appropriate control with their fingers. Children also have opportunities to observe wildlife, such as birds and squirrels when they go on regular trips to the park with the childminder. The childminder makes written observations of children playing. However, these observations are basic and she does not link children's learning to the typical range of development expected for children's ages. The childminder describes what children are doing but observations do not clearly identify children's next steps in their learning. As a result, activities planned are not focussed enough around the specific skills children need to practise in order to make progress. Also, the childminder does not assess children's learning against the typical range of development expected for children's ages, which means that she cannot easily track progress.

The childminder is aware of the importance of building positive links with parents and encourages them to be involved in their child's learning in a variety of ways. These include encouraging them to talk about their child's interests at home and sharing information about any learning they observe. The childminder shares information with parents on a daily basis about how children are getting on and parents can look at children's files at any time. The childminder has not completed any progress reports with parents yet. Parents say that she supports children's communication and language skills and self-care skills well. For example, the childminder encourages children to express their needs and supports children who are potty training.

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

Children feel emotionally secure and happy with the childminder because she mirrors children's routines at home and pays attention to their care needs. For example, when children are feeling unwell she offers them cuddles and offers them tissues to wipe their noses. Arrangements for settling children in are effective and transitions between home and the setting are smooth. The childminder encourages parents to talk about their child's interests and children are allowed to bring in favourite toys to comfort them. The childminder is friendly towards the children and is calm. Children therefore feel relaxed in her company and feel at home. The childminder gives children gentle reminders about staying safe, for example, not leaning back on a chair in case they fall off. Children behave well and play harmoniously with one another because the childminder is a positive role-model to them. They also receive rewards for good work, such as stickers for good handwriting practice. This increases children's self-esteem and creates a positive attitude to learning.

The childminder provides an appropriate range of resources that broadly support the areas of learning. Children are learning to be independent so they are prepared for school. Examples include putting shoes on and zipping up coats without help. Children are encouraged to make healthy choices about the food they eat and are offered a varied selection of nutritious meals. Children develop healthy lifestyles as they walk to and from school. The childminder provides regular opportunities for children to be active outdoors. For example, they have access to the childminder's garden and regularly visit the local park. This helps to develop children's understanding of a healthy lifestyle.

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

The childminder demonstrates a secure understanding of safeguarding procedures in order to protect children. Her safeguarding policy is shared with parents and is implemented well in her setting. The childminder supervises the children well at all times and carries out risk assessments for the premises and specific outings to keep children safe. Fire drills are regularly carried out so children know what to do in the event of a fire. The childminder has acknowledged what she can do in order to improve her practice. For instance, she makes some use of self-evaluation, such as reviewing information sharing with parents and showing her planning on the wall. The childminder wanted to improve links with parents by sharing planning with them so they know what their children will be doing during the week. She meets with other childminders in the area to discuss ideas and good practice and is beginning to collate comments from parents. The childminder is committed to building links with parents and talks with them on a daily basis. She shares policies and procedures with them and they receive adequate information about children's learning. Currently, feedback about children's learning is on a verbal basis and by looking through children's records of learning.

The childminder has an adequate overview of the progress children are making because of the observations she makes of the children. Currently, planning of activities is satisfactory

in monitoring the educational programmes. The childminder has assessment templates in place but has not implemented these yet. Children develop their confidence and become more familiar with other early years settings, such as local schools. This is because children are escorted by the childminder to take the older children to school. Teachers share information about behavioural issues with the childminder. However, no information is shared relating to the assessment of children and their learning needs to ensure consistency and identify any intervention needed. There are currently no children attending who have special educational needs and/or disabilities or English as an additional language. However, the childminder demonstrates a sound understanding of the benefits of sharing relevant information with outside agencies to ensure continuity and coherence.

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. 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	EY447628
Local authority	Oldham
Inspection number	804146
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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.

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