

Inspection date

Previous inspection date

11/03/2013

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

- The childminder builds warm and caring relationships with the children which supports their growing independence and well-being. This helps them to settle well.
- Children learn about healthy lifestyles as a result of the childminder providing a variety of nutritious foods.
- The childminder shares information with parents to encourage them to be involved in supporting their child's learning so that they make progress.

It is not yet good because

- Assessment is not used effectively to show children's progress or plan the next steps in their individual learning and development.
- Records maintained to safeguard the welfare of children do not include written parental permission to administer medication to ensure children's good health.
- There is room to further improve children's development of language in order to extend the opportunities for them to hear new words.

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 indoors.
- The inspector spoke with the provider and children at appropriate times.
The inspector looked at children's observation and assessment records, planning records, evidence of suitability of adults in the household and a sample of policies and other documentation.
- The inspector took account of the views of parents from their written comments.

Inspector

Judith Kerr

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 children aged six and four years in a house in the Milnrow area of Rochdale. The ground floor rear living room and kitchen and the first floor bathroom and front bedroom are used for childminding. There is an enclosed rear garden for outside play. The family has a pet cat. The childminder attends toddler groups and activities at the local children's centres. She visits the shops and park on a regular basis. She is able to collect children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend four days per week. The childminder operates all year round from 7am to 7pm, 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:

- use the ongoing assessment of children's achievements, interests and learning styles to shape learning experiences for each child so that they make good progress across the seven areas of learning
- obtain prior written permission from parents for each particular medicine.

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

- enhance children's development of language by repeating words so that children can hear the names of objects clearly in order to support their development of the English language.

Inspection judgements

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

The childminder provides a warm and inviting environment which is suitably-organised to meet children's needs and motivates them to learn. She has a satisfactory understanding of the Statutory Framework for the Early Years Foundation Stage so that she can provide sufficient support for children's learning. However, she does not assess children's ongoing learning needs well enough. This means the childminder does not have detailed information to help her plan for and further support their development. Through discussion with parents, the childminder finds out what children already know and can do

on entry. She recognises the importance of the progress check at age two, which helps to identify strengths and any areas for concern so that support can be put in place if necessary. Parents are kept regularly informed about their child's progress through the sharing of diaries and learning records, and ideas for them to continue with their child's learning, which promotes continuity between the childminder and home.

The childminder supports children's acquisition of communication and language as she talks to them about what they are doing throughout the day. She introduces some new words, such as, squelchy when they are playing with the paint and this increases their vocabulary. However, there is scope to improve this in order to build young children's vocabulary to help them use different types of everyday words. Early mark making skills are encouraged in a variety of ways as children paint and are encouraged to swirl their fingers in the corn flour and water gloop. Children express their creativity and enjoy a variety of tactile experiences as they explore the sensations of handling the shaving foam and sand and make valentine cards with funky foam, glue and glitter.

The childminder provides a variety of stimulating activities, which engage children's interest and helps them make appropriate progress. For example, they delight in feeding the ducks at the lake, which helps them understand the needs of other living creatures. Trips to local toddler groups offer opportunities to develop their social skills as they mix with their peers and learn how to share and negotiate with others. Such activities also support children's sense of exploration and sense of their local community. Teaching methods are satisfactory as the childminder uses numbers as part of the daily routine, for instance, she counts the bricks as children try to build a tower. This satisfactorily gives them the key skills for the next stages in their learning or in preparation for school.

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

The childminder develops effective two-way relationships with parents. Policies and procedures provide information about the service. Parents are kept regularly informed about their child's progress through the sharing of diaries and learning records. This supports transitions between home and the childminder and ensures parents know their child's care needs are being met and can see the activities they enjoy during each day. The childminder develops warm relationships with the children who enable them to feel happy and secure in her home. She is interested in what they say and do. As a result, children settle well, are emotionally secure and confident in her care. The children enjoy their time, are happy to attend and eager to learn.

The childminder makes certain there is an appropriate balance of adult-led and child-initiated activities, which absorb the children's interest. The toys are organised for easy access to enable children to safely make their own choices. This promotes their confidence and self-esteem and allows them to direct their own play. All children are included in activities at their own level. The childminder recognises the importance of offering appropriate support for parents and children with special needs and/or disabilities. The children learn about different cultures through celebrations of festivals, such as Chinese New Year. They taste foods, including noodles and spring rolls, and make pictures to reflect the year of the snake. This helps to enhance their understanding of similarities and

differences.

Children are beginning to learn how to share the toys and wait their turn. The childminder offers lots of praise for positive behaviour in order to promote children's self esteem and give them a sense of being valued. Consequently, children's behaviour is good. The childminder recognises the importance of building links with other professionals to ensure smooth transitions between the different settings children attend. The childminder encourages children to develop a healthy lifestyle as a natural part of the daily routine. For example, she explains to babies why they need to have clean hands before eating. Each day children enjoy outdoor exercise, playing in the garden or park. As a result, they benefit from fresh air and develop control of their coordination and movement. The childminder encourages children to feed themselves from an early age so that they begin to appreciate the value of caring for themselves. Children are beginning to understand how to keep themselves safe as the childminder offers gentle reminders about why they must be strapped in the high chair so they do not fall. She ensures the evacuation drill is practised on a regular basis so that they have a clear knowledge of the procedures to follow in the event of an emergency.

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

The childminder has a sound understanding of her role in protecting children. She is aware of her responsibility to report any concerns to the relevant persons and knows the correct procedures to follow. All adults in the household have been vetted by Ofsted to further safeguard children's welfare. Records of medication administered to children are maintained and shared with parents. Parents verbally agree their consent for the administration of medication and countersign the record to acknowledge it has been given. However, the childminder does not seek their prior written consent and this is a breach of the safeguarding and welfare requirements. It is also a breach of both parts of the Childcare Register requirements. Written risk assessments, which are supported by additional daily checks, take account of the indoor and outdoor environment. The outings undertaken with the children are also risk-assessed. This help to minimise hazards to children and contribute to their safety. As a result, children are cared for in a safe and secure environment.

Since registration the childminder has attended various short courses and events, including food safety and the local childminder conference to extend and keep her knowledge up-to-date. The childminder has begun to reflect on her practice in order to monitor and develop her service in order to improve learning opportunities for children. The childminder recognises the importance of building close links with parents. She gathers and shares information so that children's needs are appropriately met. Parent's comments in diaries are positive and demonstrate high levels of satisfaction. The childminder understands about sharing information between settings when children attend more than one provision.

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:

- keep a record of parent's consent to give medication (Compulsory part of the Childcare Register)
- keep a record of parent's consent to give medication (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	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	EY452002
Local authority	Rochdale
Inspection number	882064
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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, 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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