

Inspection date

Previous inspection date

11/07/2014

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 requires improvement

- The childminder provides a welcoming, warm and caring environment. This helps to promote the children's sense of security and belonging, and supports their emotional well-being.
- The childminder plays alongside the children and uses opportunities to extend their learning and language. Therefore, children are making satisfactory progress.
- The childminder has organised her home to allow children to explore and investigate. She has creatively transformed the conservatory to enable children to have daily physical activity. This means that the seven areas of learning are consistently available to all children.

It is not yet good because

- The progress check for children between the ages of two and three years does not reflect the children's learning. This means that planned next steps are not always appropriate.
- The childminder does not complete all required documentation in relation to medication. This means that the children's well-being is compromised.
- Parents do not share information about what their children have achieved at home. This impacts on the children future learning and development.
- Children's meals are not always healthy and nutritious. The childminder does not communicate suggestions for packed lunches and this has an impact on the children's

diet.

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 the childminder and children together in the playroom and conservatory, and spoke to her at appropriate times during the inspection.
- The inspector examined documents including policies and procedures, children's records, training certificates and suitability checks.
- The inspector looked at the children's learning journals, including observation and assessment records.
- The inspector took into account the views of parent's from questionnaires gathered by the childminder.

Inspector

Shelley O'Brien

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She employs two assistants. She lives with her mother, father and adult sister in the Oldham area of greater Manchester. The playroom and conservatory on the ground floor are used for childminding purposes. The kitchen is accessible to children under supervision. On the first floor, children have access to a bathroom and a bedroom for overnight care. The childminder visits local parks and places of interest for the children to access outdoor play. There are currently eight children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder cares for children for whom English is an additional language. She operates all year round from 7.30am to 6pm, Monday to Friday, and Saturday 9am to 5pm, 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:

- complete the progress check for children between the ages of two and three, ensuring that the details are a reflection of the assessments taken from the child's time at the setting
- obtain prior written agreement from the parents for children to be administered medication and complete the required medication records.

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

- develop further the systems used to encourage healthy eating within the setting. For example, by discussing with parents the importance of healthy lunches and giving suggestions
- extend the ways in which parents become involved in their children's learning and development. For example, by requesting home observations sheets or key developmental moments shared with the childminder
- develop systems for preparing children for school by linking to the schools and familiarising the children with the environment.

Inspection judgements

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

The childminder has a suitable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She knows how children learn and successfully achieves this by constantly interacting with the children as they play. The childminder provides a suitable range of activities, which cover all areas of learning. As a result, children are progressing comfortably within the expected levels for their age. The childminder talks with parents at initial meetings and on arrival and collection times. In addition, she observes children in their everyday play and completes some written observations of their learning. These are complemented by photographs of the children participating in activities. This helps her to plan further activities based on what she sees children do and what she considers they need to do next. However, parental engagement with the childminder and their involvement in their children's learning requires improvement. For example, the childminder does not encourage them to share information about what their child can do at home. As a result, this hinders her ability to use information to ensure continuity of learning for children. The childminder understands the importance of completing the progress check for children between the ages of two and three years. However, her reports do not reflect the children's learning and development nor are they currently shared with parents. As a consequence, they do not effectively support future development.

The childminder interacts appropriately with children to extend their learning. For example, she plays with building bricks alongside the children, making suggestions and talking about the colours she can see. The childminder builds on children's self-initiated play to develop their learning. For example, children's communication and language skills develop as the childminder talks to them about what they are doing and by using repetitive words. This helps children who have English as an additional language to develop their speaking skills. The childminder further supports children's language acquisition as she congratulates and praises children for clear words. Younger children are responded to as they babble and simple, clear words are spoken to them to encourage language development. Furthermore, the childminder has learnt key words in the children's home language to support their development. Children's personal, social and emotional development is promoted because the childminder praises the children when they are successful. The childminder is supporting the children's preparation for their transition to school by providing routine and continuity. She encourages the children to be independent in order to prepare themselves for the next steps in their learning. Children's creative development and imagination is well planned for. They enjoy accessing the painting easel to create their own works of art. The childminder uses various items to support creative development. For example, shredded paper is used to create snow inside and jelly is used to create wet textures under foot. Gloop and shaving foam are also regularly used. In addition to creative development, these activities promote the children's learning around texture and exploration.

The childminder takes children on a variety of outings to places of interest and to socialise with other children in larger groups. For example, they visit the Christmas markets, a

safari park and an aquarium centre. These activities also provide children with the opportunity to learn about the world around them. The childminder makes sure that children learn about other cultures. A vast array of festivals and world events are celebrated which reflect the diverse backgrounds of the children she cares for, and the community around them.

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

The childminder's home is warm and welcoming. Children are happy and confident in both the childminder and her assistant's company as they join in the children's play and are aware of children's interests and abilities. The childminder has a flexible settling-in process. She takes the time to get to know each child and their family. Consequently, children are happy and content in her care. The childminder finds out about children's needs, such as dietary requirements and routines before they start. This, combined with settling-in visits, supports children in feeling safe and secure in the childminder's home and helps them to make a smooth transition from their home into her care. The childminder gathers information from parents to ensure their child's needs are met. As a result, children's emotional well-being is promoted and they demonstrate that close and caring relationships have been established between them. The childminder is a good role model. She gives clear messages about acceptable behaviour and intervenes appropriately as children play together. For example, she gently reminds the younger child to share resources and to not jump on the furniture. As a result, children are kind and caring towards each other and respectful of the childminder's home. The childminder provides lots of praise and encouragement to promote their self-esteem.

Children have ample space to play in the childminder's home. A suitable range of age-appropriate resources are stored in the playroom, which allows children to make some independent choices about their play. Children's general health and hygiene practices are reinforced. They are learning about health and hygiene through activities and daily routines. For example, children are supported to wash their hands before meal times and help to tidy away toys when they have finished with them. Children independently access wipes to wash their hands which shows a well-established routine. The childminder provides healthy snacks for the children during the day and they have access to drinks consistently. Although the childminder promotes healthy foods within home she does not carry this through to the lunches. Children bring their own packed lunch which are not always nutritious or appropriately warmed.

Children's independence is sufficiently promoted. This is because the childminder provides a safe and secure environment, which enables them to freely move about as they play. The childminder understands the importance of physical play and encourages the children to be as active as possible. She uses her conservatory as a physical area and has planned it to ensure children get adequate play opportunities, such as, sand, painting, role play and access to ride along toys. Children are taken on trips out to encourage a wider understanding of the world and to get regular fresh air. Children gain an understanding of risk through activities while exploring the environment.

The effectiveness of the leadership and management of the early years

provision

Children are safeguarded and protected. This is because the childminder is clear about her role and responsibility for keeping them safe from potential harm. She is secure in her knowledge of the procedures to follow in the event of a concern about any child in her care. She is clear about the procedure to follow should a concern be raised against her or one of her assistants. In addition, children benefit from the childminder's commitment to ensuring that all the areas children access are safe. Safety equipment is in place to prevent access to restricted areas, for example, children cannot climb the stairs because a stairgate prevents this. The childminder checks that all areas in the family home are safe and suitable for young children and detailed risk assessments are maintained for inside and outings. The required checks have been completed on the adults living in the home and assistants to ensure they are suitable. All visitors to the family home are recorded and have their identity checked before entering the premises and they are never left unsupervised in the presence of the children.

The childminder demonstrates a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. She makes sure that children engage in a varied range of activities and provides resources for children, which generally cover all areas of learning. However, not all required documents are in place to meet the safeguarding and welfare requirements. For example, there is no prior written consent to the children being administered medicines. This means that children's well-being is compromised and is also a breach of the Childcare Register. Parents are suitably informed about how the childminder works as she discusses her policies and procedures with them at the start of any arrangement. Relevant consent forms are completed prior to the children starting in her care. The childminder has not yet considered how to aid the children's transitions into nursery school. She does not meet with them or share information about the children's learning to support the next step in their learning. Consequently, this means the children's future development and learning is compromised as key information is not shared.

Self-evaluation systems are in place and highlight areas for future improvements. This is completed by the childminder and assistants. Parents are also asked for their thoughts and feelings, and these are fed into the self-evaluation. Parental involvement is sought from questionnaires and comments about the childminder's practice is also gathered. For example, parents state they are very happy with the childminder, that their children love going to her and the activities are fantastic. All parents are complimentary about the care provided.

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:

- record any 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)
- record any 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).

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY465592
Local authority	Oldham
Inspection number	949164
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	8
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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