

Inspection date	11/10/2012
Previous inspection date	07/01/2009

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		2
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's approach to safeguarding children is positive and as a result they are protected and risks are effectively minimised.
- The premises are well-resourced, secure and welcoming to children both indoors and outdoors, to support children's all round development and emotional well-being.
- Children are happy and content and develop positive relationships with the childminder and her family.

It is not yet good because

- The childminder is not fully secure in her knowledge of the educational programmes and she is not yet using effective systems to plan activities and monitor children's progress in all areas of learning.
- Parents' do not contribute to the children's initial assessment on entry to the setting and opportunities for them to contribute to their children's learning have not been fully developed.
- Links with other settings children attend have not been fully established to complement their learning.

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 activities in the one main play room.
- The inspector looked at the children's observation and assessment records.
- The inspector checked the childminder's self-evaluation form and children's records, policies and procedures.
- The inspector took into account the parent's views, provided by a written reference.

Inspector

Sue Birkenhead

Full Report

Information about the setting

The childminder was registered in 2002. She lives with her husband and two adult children. The family live in the Sale area of Cheshire, close to local facilities. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden for outside play and the family have two pet dogs. The childminder provides care each week day, all year round.

The childminder is registered on the Early Years Register and on both the compulsory and

voluntary parts of the Childcare Register. There are currently seven children on roll, of whom four are in the early years age range. Children are cared for on a full-time and part-time basis.

What the setting needs to do to improve further

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

- improve the delivery of the educational programmes by introducing a systematic approach to planning activities, to ensure the prime and specific areas of learning are covered in sufficient depth and breadth and consistently observe and monitor children's progress, to ensure they reach expected levels of development.

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

- develop further partnerships with parents' to include them in the initial assessments of the children's starting points on entry to the setting and enable them to contribute to their children's learning
- improve the links with other early years settings the children attend, to share information about children's progress and complement their learning.

Inspection judgements

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

The childminder demonstrates a basic understanding of the revised educational programmes and offers a suitable balance of activities to help children make progress in their learning and development. She positively interacts with children, motivating them to play and explore, therefore sustaining their interest and enjoyment. The informal planning is mainly linked to places she visits weekly and times of the year they celebrate. However, the childminder has not yet developed a systematic approach to the planning of activities to ensure each area of learning is covered in sufficient depth.

The childminder has some positive systems to enable parents to contribute to the assessment of children's individual needs and starting points on entry to the setting. However, the systems have not been fully utilised for all children and as a result, there is no baseline from which to monitor children's progress. The childminder completes a two year old progress check for one of the children in her care, which she plans to share with the child's parents. Children's observation records are linked to photographic evidence and make some reference to their next steps. However, records are not consistent for all children or linked to the revised areas of learning, to ensure their progress is clearly monitored. Information regarding children's achievements is fed back to parents' verbally and systems to enable them to contribute to their children's learning are viewed as an

area for future development. The childminder is in the early stages of using the Development Matters in the Early Years Foundation Stage. She plans to use the guidance to monitor children's progress to ensure they reach expected levels of development.

The childminder successfully supports children's communication and language skills by discussing what they do, repeating words and correcting language as they enter into conversation. She asks appropriate questions and builds on their vocabulary. As a result, young children are learning to communicate using single words and short sentences. Children attend the local childminder toddler group weekly where they engage in a variety of group activities to support the development of their social skills, understanding the world and creativity. Children's physical skills are appropriately supported as they visit the local park to access larger apparatus and play outdoors in the garden.

Children show interest in books they select independently, discussing the images they see, which supports their literacy skills. The childminder extend children's understanding of mathematics and imagination well. Children develop a positive understanding of number and mathematical language because the childminder effectively demonstrates language for position and measure during activities. For example, they select from the 'long' or 'short' laces for threading beads and talk about putting the beads on the lace at the 'top' and them falling to the 'bottom'. Children confidently count the cars in the garage to 10 independently. They develop their imaginations well and pretend to make cakes for the childminder in the play kitchen, describing them as 'tasty'. They also confidently announce, on the arrival of the inspector, that they are 'a fairy' and wear the fairy dress with pride.

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

Children are cared for in a clean, hygienic environment that is welcoming to them. The positive deployment of resources enables children to make decisions about their play, become active in the learning and enable them to have fun. They demonstrate that they feel safe and secure and explore the environment in comfort knowing that the childminder is close by. Children respond well to the childminder's positive interaction through play, turning to her for support when needed, indicating they feel safe. Opportunities to enable children to learn to stay safe are encouraged by practising emergency evacuation regularly and road safety when out and about. In addition, the childminder clearly makes them aware of hazards and the consequences of their actions.

Children develop positive relationships with the childminder and as a result of the information parents' share, the childminder's knowledge of their care needs is clear. Effective techniques are used for managing children's behaviour, clearly outlined in the written behaviour management policy. The childminder provides a good role model to children and consistently encourages them to show respect. Children are responsive to the childminder's positive interventions. As a result, children behave well, play cooperatively, learn to share resources and clearly develop their manners. The childminder praises their achievements, promoting children's confidence and self-esteem well.

The childminder helps children to understand the importance of a healthy diet and regular

exercise. She provides healthy lunches, incorporating fresh fruit or vegetables daily, to benefit their good health. They have independent access to their drinking beakers containing drinking water to ensure they remain hydrated. They have access to outdoors by visiting the park or playing in the garden daily. She also promotes children's self-care skills, for example, by supporting them to clean their hands using hand gel at times within their routine.

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

The childminder has a good understanding of her responsibilities for safeguarding children. She clearly outlines the signs of abuse and the procedures for reporting concerns. In addition, the detailed risk assessments and the use of safety equipment effectively minimises risks to children. The childminder demonstrates a suitable approach to self-evaluation. She completes the Ofsted self-evaluation form and demonstrates a suitable commitment to developing her practice. She discusses practices with fellow childminders and values advice she receives from the local early year's team. Parents' views are obtained through the questionnaires she issues. Future plans include further developing her knowledge of the revised Early Years Foundation Stage and attending additional training. Attention has been given to addressing the actions and recommendations following the last inspection. As a result, improvements to risk assessments of her home and outings have been introduced. Some steps have been taken to implement systems for planning and assessment, although this has not been fully embraced in a consistent manner, and children access the garden for outdoor play daily. The childminder adopts a suitable approach to maintaining the necessary documents regarding the safeguarding and welfare requirements of the Early Years Foundation Stage to ensure children's care needs are met.

The childminder develops positive relationships with parents. They receive copies of her written policies, initially making them aware of her practices. Daily verbal feedback makes parents aware of their child's well-being and the content of their day. Parents can see children's observations books on request, although they are not encouraged to contribute to children's learning and development records. Parents contribute to the inspection by providing a reference. Comments made are very positive and include how children 'adore' the childminder and how they 'come home having learnt something new every day, due to the childminder's care and attention'. Some children currently cared for attend the local nursery. The childminder makes suitable links with the setting regarding the children's care needs. However, opportunities to share additional information with regard to children's learning and development, in order for the childminder to complement their learning, have not been fully embraced.

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	EY235912
Local authority	Trafford

Inspection number	882599
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	07/01/2009
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.

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