

## Inspection date

Previous inspection date

11/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

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 2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in all areas of their learning and development. They enjoy daily outings to pre-school groups, where they take part in a wide range of activities and develop their confidence as they socialise with other children.
- Children's learning journals are shared with parents to enable them to contribute and extend their child's learning at home. This also keeps them informed of their children's good progress across the seven areas of learning.
- The childminder provides a caring and loving environment where children feel safe and secure. There are good procedures to keep children safe on outings which include wearing high-visibility jackets and having emergency name cards with children's details.
- Good use is made of the garden and the playroom, which has a good range of toys and resources that are labelled with both print and a picture to promote children's independence.

### It is not yet outstanding because

- There are some good systems for collecting information on children in order to plan for the next stage, however, assessments do not clearly track children's development.
- The childminder does not include the different ways children learn in her planning.

## 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 main downstairs room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector looked at other areas, such as the playroom, garden and front room, which are also used for childminding.

### Inspector

Kashma Patel

## Full Report

### Information about the setting

The childminder was registered in 2011. She lives with her husband and children aged four and six years. The whole ground floor of the property is used for childminding and there is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two cats.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll within the early years age range. Children attend on a full- and part-time basis. The childminder also offers care to children over five to 11 years. She supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder is a member of the National Childminding Association and has a level 3 early years qualification.

### **What the setting needs to do to improve further**

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

- develop further assessments to ensure children's progress is tracked across all seven areas of learning in relation to their age and stage of development, and use this information to plan the next steps for each child
- develop further awareness of the different ways children learn by using the characteristics of effective teaching and learning in planning.

### **Inspection judgements**

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

The childminder has a good knowledge of the prime and specific areas of learning. She is currently caring for younger children and is therefore concentrating on the prime areas of learning. She provides a wide range of activities and play opportunities for children which are in line with their interests and cover all seven areas of learning. The childminder has a developing knowledge of the different ways children learn, although she does not currently include such information in her planning. Although planning currently covers the seven areas of learning, assessment systems to monitor children's development and progress in these areas are in the early stages of development.

Children develop their early communication skills through non-verbal actions and sounds which the childminder is in tune with. She responds appropriately to meet their individual needs. There are a good range of books and activities which further support children's language development. For example, children enjoy stories, songs and rhymes which they follow with correct actions. There are a good range of resources to help children count, compare and sort. For example, they sort fish into colours and size. Younger children play with shape sorters and activity centres which develop their awareness of solving problems. Children make marks with crayons, pencils and pens, while older children learn to recognise the letters which make up their names.

Children develop their physical skills and maintain a healthy lifestyle through daily outings. For example, they explore the local fields and use the equipment in the park to develop

skills in their balance. In the garden children use a range of wheeled toys, such as bikes, scooters and trikes, to further develop skills in coordination. Skills for the future develop as children play with electronic toys which make sounds and light up when buttons are pressed. There are a good range of opportunities for children to learn about the diverse community. Resources, such as dolls, puzzles and books, promote children's awareness of other cultures and faiths. The childminder supports children's additional languages by encouraging them to use these while in her care.

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

Children are well cared for in a stimulating and a well-resourced environment, both indoors and outdoors, which supports their development in all areas. Toy boxes are labelled in print and picture to help promote independence and choice. All the equipment is of a good standard and well maintained to ensure it is safe and appropriate for children to access.

The childminder has good systems to help children settle with her and collects information on their individual needs, such as interests, routines and favourite toys. As a result, children's emotional well-being is promoted and they show good levels of confidence as they explore their environment. For example, babies crawl around the dining area and follow the childminder around. Parents complete assessments forms of what their children are able to do, which are then used for planning. The childminder is fully aware of the progress check for two- and three-year-olds and has started to collect information to enable her to complete this.

Younger children learn about positive behaviour as they watch the older children and are encouraged to share and take turns with toys. Older children devise and follow simple rules, such as to be kind to each other. Children develop good self-care skills as they attempt to feed themselves, while older children pour their own drinks from a jug. A good range of freshly prepared meals and snacks contribute to a healthy lifestyle and meet children's individual dietary needs.

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

The childminder has a good commitment to improving her service through accessing training. She has attended training on the revised Early Years Foundation Stage and plans to attend more workshops to support her professional development. The childminder has a level 3 qualification and also has experience of running a pre-school setting. She collects the views of both children and parents to help improve the quality of her provision. Recent feedback shows that parents requested for children to have fruit for snack time and were pleased with the new development books, while children asked for more creative activities and a large black board in the garden.

The childminder has a good knowledge of the safeguarding and welfare requirements, and appropriate policies and procedures are in place to support children's welfare in the setting. All household members have appropriate checks, including the assistant who the

childminder works with on some occasions. The childminder has good relationships with parents and regularly shares information about children's routines and daily activities. This enables parents to continue their children's learning at home. A development book and a diary are in place for parents to record their comments, and this also keeps them well informed of their children's progress. The childminder is fully aware of the importance of liaising with other providers and carers who deliver the Early Years Foundation stage, to promote continuity in children's care and learning. She has good procedures in place to support and promote a smooth transition for children to school and nursery.

### 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

<b>Unique reference number</b>	EY427630
<b>Local authority</b>	Warrington
<b>Inspection number</b>	766985
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

