

Inspection date

Previous inspection date

17/10/2012

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 cared for in a safe and welcoming environment and develop warm relationships with the childminder, which helps new children to settle quickly.
- The childminder promotes equality and diversity by making use of local community playgroups, sure start groups and parks, enabling her to ensure the children in her care have access to a range of diverse people and environments.
- The childminder provides familiar care routines and resources to help children to feel secure.

It is not yet good because

- Observations of children's progress do not have enough detail and are less effective in highlighting areas for development to correctly identify the next steps for each child.
- The childminder does not always ensure that she keeps children safe from infection, as she does not sterilise babies feeding equipment.
- Although, the childminder is reflective, a robust system for self-evaluation has not yet been developed.
- Although, babies have resources that cover the seven areas of learning, there are limited resources for sensory play.

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 inspected the areas used for childminding purposes.
- The inspector looked at children's learning records and planning documentation, along with policies and certification.
- Observations were made of the childminder with the children and these were discussed, along with documentation and other aspects of practice.
- The inspector discussed with a parent their views of the provision.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Valerie Aspinall

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and two children aged four and one in Warrington. The whole of the ground floor is used for childminding, together with an upstairs bathroom and one bedroom. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association. There are currently three children attending, one of whom is in the early years age range.

What the setting needs to do to improve further

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

- provide suitable facilities for the hygienic sterilisation of equipment for babies.

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

- provide a range of sensory experiences to support babies responses through touching, smelling, exploring and listening
- develop the observation and planning cycle by detailing the learning taking place and planning for children's next steps
- build on reflective practice to develop a robust system for self-evaluation that includes the views of parents and children.

Inspection judgements

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

The childminder has a range of resources available to young children, including building blocks, simple puzzles and shape sorters, as well as books, rattles and soft toys. She also has suitable equipment to support the care of young babies, such as a bouncy chair, play mat and a cushioned rubber ring to sit in. These resources ensure that babies are cared for in a suitable and safe environment. However, there are no natural resources available, which means that children have limited opportunities to engage in exploratory or sensory play.

The childminder plays on the floor with babies using her body to support them as they begin to learn to sit up unaided. This enables young children to reach out for toys and to begin to develop independence while exercising the muscles they need to develop physically. She asks questions, such as 'where does that one go?' and gives a commentary on what children are doing. For example, she says 'you are rolling over'. This supports children's language development and communication.

The childminder is able to balance the differing needs of younger and older children. She sits babies close to her while she helps a toddler fit shapes in to a shape sorter, saying, 'would you like one?' She explains to older children the need to play safely around younger children. This teaches older children to consider the needs of others.

The childminder has just begun to develop learning journey's as she has only recently begun to care for children. The learning journey's show that the childminder has an understanding of the observation and planning cycle that supports children's ongoing development. However, currently, the observations are not detailed and specific enough to identify the next steps in children's learning. The childminder regularly visits playgroups and sure start groups and the local park. This allows the children in her care to access a wider range of resources, such as a 'light and sound room'. It also allows them to get to know their local community and experience a more inclusive environment, which contributes to their understanding the world.

Partnership with parents is developing. Basic information about children's likes and dislikes is gathered during settling-in sessions and a diary is used on a daily basis to exchange information, which parents also contribute to. Plans are in place to review children's learning records with parents at regular intervals. This means that the monitoring of children's progress will be shared. Parents comment that they are very happy with the daily information, which they receive about the care of their children and how delighted they are that they have settled so quickly.

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

The play environment is secure and organised. Safety gates prevent access to the kitchen where the childminder's pet dog eats and sleeps. A high chair and a travel cot are used to ensure young children are kept safe while eating and sleeping. The childminder knows how to manage accidents and has an up-to-date first aid certificate. She visually checks the environment indoors and outside on a daily basis for hazards and this ensures that children are kept safe.

The childminder responds to young children's needs quickly and reassures them when they are upset. This helps children to feel secure. She encourages co-operative play as babies and toddlers fit pieces into a simple jigsaw puzzle. This means that children begin to consider the needs of others.

Children quickly develop warm relationships with the childminder. They are comfortable and happy and enjoy playful exchanges during nappy changing. This means that the childminder is effectively helping children to develop secure attachments, which promotes their well-being. The childminder explains that parents provide comforters from home. This ensures that children feel secure as they have familiar objects around them.

The childminder washes her hands before preparing food and after nappy changing and helps young children to wipe their hands. However, there is no sterilising equipment available for the safe preparation of babies food or feeding equipment. This means that

the childminder does not always ensure children are kept safe from infection and is a breach of the welfare requirements.

Babies play on the floor, rolling on the play mat and try to sit in a cushioned rubber ring. Resources, such as a trampoline and a goal for playing football are provided in the garden. This means that children are able to enjoy physical play, which helps them to develop a healthy lifestyle.

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

The childminder has an understanding of her responsibilities to safeguard children. All appropriate information required has been collected, such as children's special educational needs status and individual dietary requirements. Therefore, the childminder is able to meet the unique needs of each child. The childminder is aware that her knowledge of the Early Years Foundation Stage is in its infancy and because of this, she has enrolled on a diploma course at a local college to study for a qualification in early years. This demonstrates that the childminder wants to develop her professional skills and be better able to support children's learning and development.

As the childminder has only recently begun to care for children, she has not begun a process of self-evaluation. She does, however, reflect on her practice and is considering changing the environment for children to make it more easily accessible. The childminder has a sound understanding of the need to liaise with other settings and professionals, in order to support children and families. When needed, she has clear procedures to follow if she has concerns about a child's development. This means that she is able to meet each child's unique needs.

Partnerships with others are developing as the childminder visits local playgroups and sure start groups. She is an active member of the local National Childminding Association and this affords her the opportunity to exchange ideas and share good practice. This contributes to her professional development and helps her to continuously improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY444416
Local authority	Warrington
Inspection number	794901
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17

Total number of places	4
Number of children on roll	3
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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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