

Inspection date	08/10/2012
Previous inspection date	15/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The provider has implemented the new Early Years Foundation Stage and has a robust system in place to measure children's development. Next steps in their learning are identified and areas for additional support are acted upon.
- Children benefit from a range of opportunities to meet with other children within the local community, they develop their social skills and confidence in readiness for the transition to school.
- A range of methods are used to exchange information with parents which ensures they are aware of their child's day and can provide information to the childminder to inform a rounded picture of children's development.
- Children enjoy the homely atmosphere where they have time to rest and have their care needs met effectively, this enables emotional bonds to develop with the childminder and supports their ability to try new activities and learning experiences.

It is not yet outstanding because

- Partnership working with other providers is more focused on children's care needs rather than the next steps in their learning. This means that the childminder's ability to work together with other providers to ensure an optimum range of activities between settings is not fully developed.
- Self-evaluation does not fully utilise the views of parents and children to enhance planning of future developments.

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 two main downstairs rooms.
- The inspector spoke with the childminder at appropriate times throughout the observations.
The inspector looked at children's assessment records and planning documentation,
- the childminder's self-evaluation form and a selection of policies and children's records.

Inspector

Sarah Rhodes

Full Report

Information about the setting

The childminder was registered in 1987. She lives with her husband in Crewe, Cheshire. The whole of the ground floor is used for childminding purposes. There is a secure garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three

children on roll in the early years age range and she also cares for children who are over five years old. The setting provides care during all week days.

What the setting needs to do to improve further

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

- extend partnership working with other providers to obtain a fuller picture of children's next steps, especially where the child attends the other setting for most of their Early Years Foundation Stage provision
- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement.

Inspection judgements

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

Children benefit from a childminder who has a wealth of experience in providing home based day care. She has also kept up-to-date with the requirements to provide learning and development opportunities based on children's individual needs. The childminder has a good knowledge of the seven areas of learning and has updated all her paperwork and assessment tools to reflect recent changes. She ensures she gathers information about the children from parents before the children start attending and quickly starts building a picture of children's progress. This information is clearly recorded through a collection of short observations which are linked to the areas of learning. These are cross referenced to tracking sheets which allows her to monitor children's attainment and plan appropriate learning activities. Termly summaries of children's achievements in the seven areas of learning are drawn up and shared with parents. These form the background information for the two-year-old check summary document. Next steps in children's learning are quickly addressed and where necessary she liaises with parents to gain advice from other professionals. The childminder's documents have a very positive impact on her ability to target her teaching to ensure children make steady progress.

A constant stream of conversation and regular singing and story sessions both at home and in larger groups at toddler and library sessions means that all children experience a rich verbal environment and are developing an interest in books from a young age. All children are encouraged to make marks and express themselves through the use of pencils and chalks. Provision of some equipment and activities that extend children's knowledge of the world is provided, for example, children regularly travel by bus or walk in the local area, they care for plants and eat the fruits they grow. Additionally their

questions about disability are sensitively answered and they are supported to use and value sign language. Children use their imagination to recreate everyday situations with the home play equipment and improvise with blankets and cushions. Numbers, colours and letters are recognised in the environment, for example, children enjoy finding letters which appear in their name on road signs. Clear plans are in place to ensure children of all ages will make good progress in developing skills for the move to school or nursery when the time comes. For example, close links with the local community provide opportunities for children to meet up with larger groups, develop their social skills and their ability to cope in busier and noisier environments.

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

Children enjoy warm relationships with the childminder; they look to her for emotional support and enjoy individual attention and cuddles. Their care needs are also promptly met. This allows them the security to try new experiences and develop their abilities. Children start to manage their own care needs, for example, by feeding themselves or changing into their outdoor shoes. Older children are helpful and caring towards younger children. Where children's behaviour needs to be managed the childminder reminds children of what has been inappropriate and why. She also uses distraction and helps them learn to negotiate with one another. This allows young children to develop an understanding of other people's feelings.

Clear procedures about personal hygiene and hygiene of the home allow children to enjoy a clean and healthy environment. Children's welfare is also promoted in conjunction with parents who provide packed lunches for younger children, with the childminder providing healthy cereals and toast for breakfast and fruit after school. Children with additional dietary requirements, such as allergies are well supported. The childminder encourages children to see walking as part of a healthy lifestyle.

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

The childminder has been proactive in accessing information and training about the amendments to the Statutory Framework for the Early Years Foundation Stage and has made changes where required. She has reflected on the suggested improvements made at her last inspection and implemented systems to improve risk assessment recording and successfully improved the assessment of children's learning and development. She has completed a self-evaluation form and has plans for future development, such as accessing further information on the Early Years Foundation Stage. She has collected the views of children and parents however these have not been actively incorporated into the evaluation to fully inform targets for development. All required paperwork is in place and she values the help and support the local authority worker gives in ensuring she is kept up-to-date.

Children are safeguarded appropriately. The childminder has a sound understanding of the signs that may cause her concern and has strengthened her confidence in addressing issues promptly by attending safeguarding training. This helps to ensure children are

protected from harm or neglect. She maintains a safe and secure building and keeps a record of any visitors to the house which provides a record of people present in the building. She is aware of the need to be vigilant when on trips out and has written risk assessments for all types of outings. The childminder helps children to understand how to keep safe through discussions about road safety and emergency evacuations have been practised with the children to enhance their ability to cope in an emergency.

The childminder is proactive in building partnerships which benefit the children she cares for. She works with local community members and parents to run a toddler group which provides enhanced social experiences. She is confident about forming links with other professionals to ensure a coordinated service for children with additional needs, when the need arises. She is aware of the need to develop links with other providers of the Early Years Foundation Stage who also care for the children she looks after. She is successful in exchanging information about children's care needs and general interests but has been less successful in exchanging information about children's progress and next steps in their learning to allow her to fully complement other providers. Partnerships with parents are cultivated in a range of ways, daily verbal exchanges with parents and extended family members help her build partnerships with them to ensure continuity in the children's care between the home and the setting. Verbal exchanges are supported by daily diaries which give information on food intake and sleep times as well as activities children have undertaken. This is particularly important for parents who are unable to collect children themselves. Parents can also use the diary to pass information on directly to the childminder about their child's interests or achievements. Written policies are shared with all parents which gives them a further insight into how their child's care is organised.

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	304030
Local authority	Cheshire East
Inspection number	818701
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	15/09/2011
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.

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.

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