

<b>Inspection date</b>	18/12/2012
Previous inspection date	25/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children are secure in the childminder's care. She knows who to inform should there be any concerns about their welfare. The use of correct safety equipment means that the children are able to move freely and safely around the setting and on outings.
- All children are settled, happy and eager to explore and learn. They show good independence and co-operation. They enjoy learning and are helped to gain the skills required to progress.
- The childminder has a good knowledge and understanding of how young children learn and develop. She uses playgroup activities and conversations with the children to support their development.
- A warm and welcoming home awaits the children and their families. They are offered a wide range of activities and experiences that involve them and build on their interests.

#### **It is not yet outstanding because**

- Links with other providers have not been fully established to help support continuity of learning for children.
- The recent introduction of a new way of tracking the children's progress is not yet sufficiently developed to identify every child's levels of development accurately.

## 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 rooms used for childminding.
- The inspector spoke with the childminder throughout the inspection and made observations of the children present.
- The inspector viewed all relevant documentation provided.

## Inspector

Sandra Harwood

## Full Report

### Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children and one child aged 14 years, close to Warrington town centre. A playroom, along with the conservatory, kitchen and enclosed rear garden is used for childminding.

The childminder has first aid and child protection training and knowledge, which is regularly updated. She visits the local parks and toddler group and takes the children on walks each day. The family has guinea pigs, fish and a dog as pets.

There are currently five children on roll; four are in the early years age group and attend for a variety of sessions. School-aged children attend after school. The childminder operates from 8am to 5pm, Tuesday to Friday in term time only.

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

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

- develop partnerships with other providers to enable sharing of relevant information for the children who attend more than one setting
- ensure each child's level of development is assessed accurately by further developing the new tracking system.

### **Inspection judgements**

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

The childminder has good knowledge and understanding of how to promote the learning and development of young children. She provides a good range of activities and experiences that give an effective balance across the seven areas of children's learning. Children display good characteristics of effective learning when they concentrate and show determination as they put together 'Mr Potato Head'. They talk about the colour of eyes and number of ears as they confidently put them in the correct holes. Children thoroughly enjoy the space to move and use their imagination as they twirl, sway and move to the musical box. They request the childminder to play it over and over as they laugh and dance. This supports their physical, personal, social and emotional development.

Children are developing good language and communication skills as the childminder talks about what is happening and uses the correct terminology. For example, when talking about the fish and crab in the tank, she uses the words 'tentacle' and 'pincers'. Children show their developing language and understanding as they look at the shape of a sea shell and make the link with snails. The childminder brings in mathematics language as children talk and compare different sizes. This helps them to develop an understanding of mathematics and prepare them for next steps in their learning.

Arrangements for observation and assessment ensure that children's progress across all areas of their learning is identified. This information, along with discussions with parents, helps to establish where the children are in their development. The childminder plans for the children's next steps in learning and identifies any concerns. Written feedback to parents further involves them in their children's learning. However, tracking children's

progress has minor weaknesses, so may miss a part of their learning. The childminder has clear expectations of the children based on detailed information of their starting points. The use of a daily diary and daily conversations ensures that relevant information is shared regarding the children's welfare and development.

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

The childminder has a good understanding of and makes children's safety a priority. Regular fire drills and practising road safety when out and about, supports their developing understanding of being safe. Younger children learning to climb are helped to get down from the settee by turning round being safe. The childminder knows the children well enough to identify if they are upset or tired and responds positively to address their needs. She uses opportunities when looking at books to talk about feelings, such as 'being worried' and the children talk about different faces, describing them as looking 'grumpy'. This shows their developing understanding of feelings.

Children are cared for in a very welcoming home. They play freely in the dedicated playroom and make choices from a good range of toys and activities that support and develop their growing co-operation and independence. For example, they play together and explore a large cardboard box, which they make into a garage for the car then decorate it for Christmas.

Children develop a good understanding about the importance of a healthy lifestyle. For instance, the childminder provides healthy snacks and meals and explains why fruit is good for them. She uses fun activities to start a discussion with the children about cleaning teeth and why it is important. She uses pictures of her dog having its teeth cleaned to demonstrate. The childminder also helps their understanding of the local community and world around them as the children have lots of opportunities to explore outside in the garden, in local parks and on daily walks. The importance of regular exercise is also talked about.

The childminder is calm and regularly sets a good example for the children, who are developing an understanding of how to manage their own behaviour in a positive manner. They are helped to take responsibility because the childminder gives clear explanations. For example, she explains about tidying the floor to make it safe for the younger children learning to walk. Settling-in sessions are gradual and help the children to become used to the childminder and her home. Parents complete information sheets to tell the childminder about their children's developmental stages. This information is used to identify their starting points.

Children enjoy a warm close relationship with the childminder. As a result, they are confident to ask for help or inform her when they want something. They enjoy regular stories, which also provide opportunities to form attachments with the childminder and each other as they sit close together sharing books. This shows that relationships are strong and children are learning to respect and accept each other.

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

## provision

The childminder has a good understanding of how to protect the children in her care. For example, she is aware of who to contact should she have any concerns about their welfare. Areas used by the children are well organised and regularly risk assessed. This ensures that they can move around the setting freely and safely. The use of the correct safety equipment in the car further supports children's safety.

The childminder builds a positive relationship with parents by sharing information. She works with them on individual needs and provides a strong link to support the families of the children she cares for. The photographs of the children playing are shared with parents through their learning diaries. However, partnerships with other providers are not set up to ensure continuity of learning for children who attend other settings.

The childminder is committed to offering a good quality of care to the children and families. Self-evaluation effectively identifies areas for improvement and plans are put in place to address these. She regularly updates her policies to include changes, such as the introduction of a policy for the use of mobile phones. The childminder uses training and researches the internet to keep up to date with new childcare practices. This helps to improve the care, which she provides for all children.

## 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>	314777
<b>Local authority</b>	Warrington
<b>Inspection number</b>	818995
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/03/2009
<b>Telephone number</b>	

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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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