

Inspection date

Previous inspection date

23/11/2012

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	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

- Children feel safe and secure with the childminder, sharing close and caring relationships which effectively promotes their emotional well-being and independence.
- The childminder successfully helps children to acquire communication and language skills, and supports their physical, personal, social and emotional development to ensure that they are well-equipped with the skills they need for future learning.
- The childminder uses consistent and clear boundaries to promote positive behaviour; children demonstrate helpful attitudes to each other and the childminder.

It is not yet good because

- The childminder does not systematically use the information from observations and assessments to plan for the next steps in children's learning and accurately track their progress.
- The outdoor environment is not yet fully developed to promote children's knowledge and understanding of the natural world and enable them to experience learning on a large scale.
- Partnerships with other early years providers are not yet fully established in order to promote consistency and continuity of children's learning and care.

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 kitchen area.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
The inspector looked at various documents including policies and procedures, planning, observation and assessment systems and children's individual learning records
- The inspector took account of the views of a parent spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her 10 year old daughter in a house in Altrincham, Cheshire and uses the whole of the ground floor and the upstairs bathroom for childminding purposes. There is a secure garden area for outdoor play.

There are currently seven children on roll, four of whom are in the early years age group who attend for a variety of sessions and three are school-age children who attend before and after school. The childminder holds an early years qualification at level 3. She receives support from the local authority and is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- make use of information gained from observations and assessments to clearly identify children's next steps in learning and use this information to plan suitably challenging activities to support children in progressing towards the early learning goals.

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

- develop the outside area and resources to provide children with opportunities to extend their knowledge and understanding of the natural world and enable them to experience learning on a large scale, such as digging, planting and growing and constructing with large boxes
- continue to develop existing links with other early years providers in order to promote consistency and continuity of care and learning for children.

Inspection judgements

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

The childminder has a sound knowledge of the seven areas of learning. She provides a range of interesting and developmentally appropriate activities that help children to make steady progress towards the early learning goals. She has appropriate knowledge and understanding of how children learn, and these are reflected in the organisation of the indoor environment. Toys and resources are stored in attractive baskets and boxes, and children benefit from free access to them. For example, children access a range of materials, such as assorted paper, glue, pens, paints and collage materials to promote their understanding of arts and design.

Children's communication and language development is fostered through regular conversations during their play and care routines. The childminder extends children's

vocabulary by introducing new words and encourages younger children to communicate through the use of pictures and gestures. She listens to them and asks relevant questions during their play to extend their language and understanding. Children develop their dexterity as they make marks with crayons and learn to feed themselves with a spoon and fork. Children enjoy daily trips to the local park, where they have opportunities to run, jump, swing and use climbing equipment. However, they have few opportunities to explore the natural world or dig and plant in the garden. The childminder helps children to socialise and respect the feelings of others by teaching them to share and take turns.

The childminder is enthusiastic and enjoys her work with the children, which results in them displaying a sense of curiosity and enjoyment in what they are doing. She plays an interactive role in children's learning, development and play, which subsequently keeps the children interested and motivated. The childminder considers children's interests when planning activities based on her knowledge and understanding of children's likes and dislikes.

The childminder completes some observations of children but the information gained is not evaluated or used effectively to plan for future learning experiences and opportunities in order to provide sufficient challenge for all children. Parents are encouraged to play an active role in their children's learning. Daily conversations between the childminder and parents, and parents' involvement in children's learning journeys ensure that they are kept informed of their children's time with her.

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

Children develop strong, close relationships with the childminder, which ensure that they form secure emotional attachments. This enables children to develop their independence and the skills they need for future learning. Children display a sense of self-esteem and confidence, learn to cooperate with their peers and develop a sense of belonging in the provision. Their all-round emotional well-being is well supported in this welcoming and caring environment, which provides a broad range of activities and experiences to develop their growing independence. The childminder provides consistent and clear boundaries, and leads by example to successfully promote children's positive behaviour.

Children settle well because the childminder takes the time to get to know the children, their likes, dislikes and routines. They enjoy calm, quiet times when they can read stories and relax with the childminder. The childminder places a strong emphasis on keeping children safe at all times. For example, daily risk assessments and thorough checks are carried out and appropriate security procedures are in place to ensure children can develop and learn in a safe and secure environment. Children learn to keep themselves safe as the childminder teaches them about road safety and the importance of staying close to her when they are out walking.

Children are developing self-help skills appropriate to their ages; for example, children put on their own coats and shoes before they go outdoors. Older children understand about the importance of hygiene routines, such as hand washing. They explain that 'you need to

wash your hands to get rid of the germs'. They enjoy fresh air and exercise through their daily walk to and from school and regular access to the local nearby park.

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

The childminder is aware of the strengths and weaknesses of her practice and provision. The process for self-evaluation is developing, and she regularly evaluates the environment to ensure that it meets the needs of individual children. She is proactive in gathering information to support her professional development and draws on the experiences and expertise of other childminders in the area to develop her knowledge and skills. She works with the local authority childminding development officer to identify targets for improvement.

The childminder demonstrates a sound understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. She is fully aware of the safeguarding procedures and knows what to do and who to contact should there be any cause for concern. Organisational policies and procedures are implemented in order to maintain children's safety and well-being. All health and safety systems are in place, and the maintenance of the premises and risk assessment procedures ensure that children can play and learn in a safe environment.

The childminder has positive relationships with parents, which result in children's individual needs being met and ensure that she has appropriate knowledge of their routines, likes and dislikes and interests. Parents have access to a variety of organisational policies and procedures and know what to do and who to contact if they have any concerns. They are very complimentary about the care and education their children receive and the service the childminder provides. They particularly like the fact that their children have opportunities to extend their understanding and knowledge through experiences, outings and activities in the local community. The childminder has begun to make links with the local nursery which children also attend, but as yet they are not fully established in order to provide consistency and continuity of care and education. The childminder fully understands the importance of working in partnership with external agencies and services to seek appropriate interventions when necessary.

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
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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	EY446688
Local authority	Trafford
Inspection number	798319

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
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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