

Inspection date	13/02/2013
Previous inspection date	14/09/2009

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

- The childminder supports children's personal, social and emotional development well. Children have a strong bond with the childminder, which helps them to feel settled and secure.
- The childminder has good relationships with parents and they are kept well informed. This helps to ensure that she knows children well and effectively meets their individual needs.
- Children are happy and settled. They confidently follow familiar routines and the childminder provides lots of praise and encouragement to promote their good behaviour.

It is not yet good because

- There is scope for the childminder to extend the opportunities for parents to share information from home and to help them to support their child's learning at home, in order to effectively support children's progress.
- The childminder's self-evaluation does not include the views of parents and children to help her effectively target areas for improvement that will raise the quality of practice and the level of children's achievements.

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 play area.
- The inspector spoke with the childminder and children at regular intervals throughout the inspection and made observations of the children present.
- The inspector checked a sample of documentation, including policies and procedures and the setting's self-evaluation systems.
- The inspector gave feedback to the childminder about the outcome of the inspection.

Inspector

Ron Goldsmith

Full Report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 15 years in a house in Ellesmere Port, Cheshire. The whole of the ground floor, a bedroom and bathroom on the first floor and the rear garden are used for childminding.

The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 13 children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- build on ways to ensure consistency for children's learning and progress by: extending opportunities for parents to share information about their child's achievements and progress at home; supporting parents in continuing to support their child's learning at home.

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

- enhance the self-evaluation process to take into account the views of children and their parents.

Inspection judgements

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

The childminder supports children well as she interacts with them and joins in their play. She frequently talks to them, modelling language and asking some challenging questions to encourage their thinking. They make suitable progress in most areas of their learning and development and begin to acquire some overall skills, which help to prepare them for their future learning. This is supported by a balance of adult-led and child-led activities.

The childminder has implemented the progress check at age two years and is sharing this with parents. Children settle well into the setting. They explore independently, as well as seeking out the childminder to show her things and to ask for her help if they feel that they need it. Children benefit from her warm interaction and guidance. They enjoy books, which they look at with enthusiasm. Children understand how to operate simple technology as they play with battery operated toys. They imaginatively begin to use resources to support their role play by draping a blanket over their head to hide.

They learn about some aspects of diversity from around the world. For example, they play with books and resources, which help them begin to learn about differences in society. Information about children's individual likes, dislikes and starting points is obtained from parents when children first attend and information about the day's events is shared with

them at the end of the session. As a result, children are beginning to obtain the skills, attitudes and dispositions, which they need to be ready for school or the next stage of learning overall. However, the childminder is not routinely obtaining information about children's progress at home, nor sharing information about ways that parents can continue to support their child's learning at home. Therefore, children's learning is not wholly consistent and they do not make the best possible progress.

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

The childminder makes appropriate interventions in children's play but also recognises when to allow them time to develop their own ideas and imaginative activities. She takes an active role in their play, following the children's interests and skilfully making suggestions to enhance the activity, for example, showing them how to join building blocks together. The childminder knows what children like doing and ensures that those toys and resources are easily accessible. Children respond positively to the childminder. They bring her puzzles and books to read. Children try to copy the sounds that the childminder makes as she indicates the different sounds that animals make. They begin to recognise colour shape and number and the childminder supports their early language skills well. She develops secure attachments with children, helping them to feel safe and valued in her care. Good relationships are in place with the children she cares for and their confidence and self-esteem is developing well as the childminder continually praises their efforts and achievements.

The childminder ensures that children access the outdoors to enjoy fresh air and exercise to keep them healthy. Outings to the park and local play areas, where there is large climbing equipment, gives children plenty of opportunity to develop their balance and coordination. Children have daily walks and the childminder uses this time to discuss the environment around them, such as the weather and changes in the seasons. They show curiosity and listen to the childminder's explanations and instructions. When asked to help tidy away the building blocks, the very youngest children do so willingly, treating it as a game to be played. The childminder supervises children closely. Young children's personal, social and emotional development is well promoted and maintained throughout activities. Children respond happily to playful interactions, enjoying cuddles and reassurance throughout their day with the childminder. This builds their confidence and self-esteem. Behaviour is managed in a positive manner with the childminder setting clear boundaries, so that children understand what is expected of them.

The childminder provides healthy snacks and meals and reinforces hand washing routines. She varies their experiences and enjoyment by visits to the local places of interest. These outings help children to develop confidence and independence in situations away from their main setting and prepares them for when they move on to school. The childminder follows younger children's sleep and eating routines in consultation with the parents to ensure that she meets and caters for their individual needs. Children's safety is protected and they are developing an understanding of how to keep themselves safe, such as learning about road safety when out walking.

The effectiveness of the leadership and management of the early years

provision

The childminder has a secure understanding of her responsibilities for safeguarding children. She ensures that mandatory training and qualifications are maintained. For example, she recently updated her first aid qualification. She is aware of the procedures to follow if she has any concerns about children in her care. Children's safety is promoted well as clear boundaries are in place.

Recommendations raised at the last inspection have been addressed. She has updated her safeguarding procedures and provides a wider range of accessible resources for children. The childminder has a number of years' experience caring for children and has a sound knowledge of child development. She is aware of the changes within the revised Early Years Foundation Stage Framework, but has been unable to access training to further secure her understanding of this. While monitoring of the educational programme is satisfactory, self-evaluation to review and evaluate her practice is limited. It is not effective at clearly identifying priorities for continuous improvement and does not use the views of parents and children to help the childminder focus on the things that will have the biggest impact on their care and learning. Therefore, precise targets for improvement are not developed and no action plan is drawn up to ensure that any improvements are successfully implemented.

The childminder has a close relationship with parents. They share information about children's welfare and routines on a daily basis. Parents speak well of the childminder and are appreciative of the flexible service that she provides. Positive comments include, 'my child always wants to come here' and the service she provides is 'fantastic'. The childminder has a clear understanding of the importance of building relationships with other providers who deliver the Early Years Foundation Stage. She seeks to work in partnership with other providers, requesting information about children's learning, so that she can complement the work undertaken and promote continual progress.

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
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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
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		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	402375
Local authority	Cheshire West and Chester
Inspection number	819265
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	

Date of previous inspection	14/09/2009
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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
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M1 2WD

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