

Inspection date

Previous inspection date

02/04/2013

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's good health is assured because the childminder is conscientious about appropriate hygiene routines. Snacks and meals are nutritious and varied, further promoting children's healthy lifestyles.
- The childminder has warm and affectionate relationships with the children in her care. These strong attachments mean children feel safe and settled.
- Children's communication skills develop well due to the childminder's quality interactions.

It is not yet good because

- Observations and assessments are not used to specifically plan for the next steps in children's individual learning and development to help them make the best progress possible.
- Opportunities to teach children skills and knowledge through practical activities are sometimes missed.
- Partnership working with other providers, such as local nurseries, is not fully developed to ensure children benefit from consistent and challenging learning experiences across all settings they attend.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children at play with the childminder.
- The inspector sampled records and documentation, including policies and children's development records.
- The inspector asked the childminder questions to support the observations and documentation.

Inspector

Linda Shore

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 husband and two children aged five and one, in a house in the Birchwood area of Warrington, and uses the whole of the house and the rear garden for childminding. She visits the local shops, soft play groups, parks and children's centre toddler groups on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, three are in the early years age group and attend for a variety of sessions and one is a school-age child who attends before and after school. She is open all year round, from 7.30am to 6pm, Monday to Friday and Saturday by negotiation, 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:

- use information from observations and assessments more effectively to ensure there is a consistent understanding of children's next steps of learning in order to plan enhanced challenging learning experiences across all areas of learning.

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

- review the way in which skills and knowledge are taught to children in the context of practical activities, for example during cooking activities
- develop stronger partnerships with the pre-school settings the children attend, to more effectively share information about children's learning and development to support continuity of learning.

Inspection judgements

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

The childminder has a sound understanding of child development and how children learn through play. As a result, children benefit from a satisfactory range of activities that take into account their individual interests. The childminder makes some observations of children's progress and talks to parents about children's activities and interests to

adequately support their learning. She uses photographs and examples of children's work to show what they enjoy and can do. However, she does not use the information she gathers consistently to help her effectively plan for the next steps in their learning. Daily activities are often pre-planned by the childminder, rather than planned according to children's day-to-day interests and tailored to extend their specific learning needs. Consequently, opportunities to enhance learning and deepen children's knowledge are not thoroughly exploited and some activities lack challenge.

The childminder engages children in discussions and shows she is interested and involved in their play. She supports their communication skills well, showing interest in their interactions and extending children's vocabulary as she links their play to real life experiences. For example, while playing with a car children have made from bricks, the childminder discusses going to school in her big car. This means children can learn to explore their knowledge of the wider world as they use their imagination to create their own scenarios.

The childminder uses everyday opportunities to increase children's knowledge of mathematical concepts. They count bricks as they build a tower and the childminder uses directional and size language, such as 'tall', 'biggest', 'smaller' and 'through'. This supports children's vocabulary development as their early mathematical skills are evolving. However, opportunities to teach skills and knowledge through practical activities are sometimes missed. For example, children do not have the opportunity to learn about the characteristics of liquids and solids by watching the chocolate melt for their cooking activity. Creative development is supported to a satisfactory level, as the childminder provides art and craft activities, such as Easter paper projects. Children also show a very creative side when singing and playing music on the keyboard.

Children access a good range of books independently, including colouring and activity books promoting health and safety. The childminder offers them reasonable opportunities to scribble and draw unguided, so they become comfortable holding and controlling pencils, markers or crayons. Children develop strong attachments to each other and the childminder. Resources, such as interactive piggy banks, help children explore early technology in fun ways. All of these experiences promote their communication and language, social and technology skills. This means children are satisfactorily ready, both socially and emotionally, for their future learning and the transition to school or nursery.

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

The childminder works well with parents to find out about children's preferences and routines when they start. This means she can support them and meet their individual needs. As a result, children make a secure transition from home into the childminding setting. Children learn the behaviours expected of them in different environments; for example, being kind to each other and using an 'indoor voice' when inside. The childminder is a good role model and actively promotes and rewards good behaviour through the use of sticker charts. She encourages them to build positive relationships with each other and children enjoy warm and affectionate relationships with the childminder. They readily share hugs and cuddles and show they enjoy her company, which gives them

confidence and good self-esteem.

Children's health is suitably promoted because the childminder is conscientious about sensible hygiene routines, such as washing their hands after messy play and in preparation for mealtimes. Children develop their understanding of the importance of making healthy lifestyle choices. The childminder offers a broad range of interesting and enjoyable balanced meals. Children enjoy fruit for snacks which they have chosen themselves, for example banana, apple and orange pieces, with water to drink. Consequently, children are well nourished and developing their self-help skills and independence.

The childminder organises her home reasonably well, so children develop their independence and play with an appropriate range of accessible toys and resources. Children enjoy outdoor play in the garden and use wheeled toys and small world figures and have space to run around, which promotes their physical development. The childminder makes use of local parks and play areas, where children extend their physical skills on large equipment and benefit from fresh air and exercise. Children play with materials, such as play dough or small connecting bricks, and learn to stir and pour during cooking activities. This helps to develop their small muscle skills.

The childminder reminds children of safety issues and ensures they are fully understood. Flexible routines include visits to activity and soft play groups, where children develop their social skills in various situations. Young children also make daily trips to nursery and school to collect older children.

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

The childminder has a sound knowledge of her responsibilities to deliver the Early Years Foundation Stage for all children in her care. Observations and assessments are used to monitor children's progress and, therefore, confirm they are comfortable within their expected range of development. However, this knowledge does not yet feed into targeted planning for children's continued development. The childminder has developed relationships with parents to ensure children have their individual needs suitably met. She keeps them informed about their children's activities through regular discussion. The childminder collects all necessary information from parents to ensure she understands their care needs, such as allergies or dietary needs. She has a suitable range of policies and procedures so parents know about her childminding provision.

The childminder conducts risk assessments and documents these. She has a sound awareness of the signs and indicators of potential abuse. Up-to-date training and information about the Local Safeguarding Children Board procedures enable her to act effectively and promptly if she was concerned about a child. She has implemented new policies that inform visitors about the appropriate use of mobile phones and cameras in her setting, which further minimises risks to children.

The childminder finds out about nursery activities and talks to teachers as she picks up, or delivers, pre-school age children. She talks to children about their nursery day and, therefore, develops a satisfactory understanding of their interests and experiences. However, information sharing with these providers about children's specific needs and development levels is less well developed. Therefore, opportunities to plan for younger children's continuity of learning are not fully utilised.

The childminder is keen to continue to develop her practice. For example, she has completed the Ofsted self-evaluation form and identified areas for improvement, such as practical changes and improvements to the planning for children's individual needs. The childminder is supported well by the local authority development worker through her induction course. She readily takes advice and is keen to improve the quality of provision for all children in her care.

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 action. 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	EY450639
Local authority	Warrington
Inspection number	886783
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

