

Inspection date

22/04/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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 childminder provides a warm, welcoming, and nurturing family environment for children's care and learning. Children are totally at ease in her care and relax within the familiar home surroundings. They make good progress as a result.
- Children's communication skills are promoted very well as the childminder understands how children learn. She spends time talking to children of all ages, encouraging the effective development of their vocabulary and language skills.
- Children are happy, excited and eager to learn and get involved. They behave well and show increasing levels of being able to concentrate and work independently.
- The childminder has a good understanding of the needs of children. This includes how to provide stimulating activities and organising a wide range of visits to promote children's learning.

It is not yet outstanding because

- There is scope to improve the outdoor area further by giving more opportunities for children to investigate the natural world. For example, by providing chimes, streamers, windmills and bubbles to allow children to investigate the effects of wind.
- What the childminder knows about children's skills and abilities when they start at the setting could be further enhanced, by focusing more sharply on what they know and can do already, to ensure progress remains strong.

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 activities in the main playroom.
- The inspector looked at children's assessment records, planning documentation, and a range of other documentation, and discussed the provider's self-evaluation.
- The inspector spoke with the childminder at regular intervals throughout the inspection.
- The inspector took account of parents' and children's views provided through questionnaires, references and comments in their children's records.

Inspector

Ron Goldsmith

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 partner and three children aged five months, 23 months and nine years in Crewe, Cheshire. The whole of the ground floor and the rear garden are used for childminding. The family have two pet dogs.

The childminder attends a childminder group and is able to take and collect children from local schools and pre-schools. There is currently seven children on roll, two of whom are in the early years age group. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance opportunities for children to investigate the natural world further, by providing more resources in the outdoor play area
- enhance what is known about childrens skills and abilities when they start at the setting, by maintaining a clear focus on what they know and can do already, to ensure their progress remains strong.

Inspection judgements

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

Children are happy and enthusiastic learners who are keen to involve themselves in activities and explore their environment. They benefit from good quality interactions with the childminder that stimulate and challenge them well. As a result, children make good progress in all areas of learning relative to their starting points. For example, children are developing communication and language skills well because the childminder provides activities where talk is used to anticipate what they will be doing. The childminder talks to children constantly and children are increasingly confident initiating conversations. Children are beginning to learn new words rapidly. The childminder supports them well by using repetition and rhyming games to develop their confidence with new words and sounds. The childminder uses her thorough knowledge of children's interests to plan activities, across all areas of learning, which build on what they know. All families complete an 'all about me' book which tells the childminder useful information about children. Good settling-in processes enable the childminder to gather a range of

information from parents about children's needs, abilities, interests, likes and dislikes. However, more can be done to ensure this accurately reflects each child's starting point on entry to the setting and reveals what they know and can do, in order to monitor each child's progress in relation to these.

Children enthusiastically explore their surroundings and the toys available. They confidently shape, mould and cut dough for the desired effect of 'making sausages'; and they talk about number, shape and patterns, expertly making the shape of things with their hands and the dough cutters. Children's communication and language is fostered well as the childminder explains everything and has a continual discussion with children, so that they make connections in their learning. For example, they talk about what has been happening at home over the weekend and the events in their lives they are looking forward to. Being outside is a regular feature of the children's day. They regularly go for walks to the local park to play on a wider range of equipment or run around; they visit other settings frequently. This helps to contribute to children's general well-being and physical development. The childminder provides an inclusive environment where all children are welcome. Various festivals are shared with children so that they are aware of different customs and they develop an understanding of the wider world around them. The learning environment and resources are reasonably well-organised, but opportunities for children to investigate the natural world further, through a more imaginative range of resources in the outdoor play area, are limited.

The childminder demonstrates a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She makes good use of her observations to assess children's current stages of development and to identify how they can be challenged to move on in their learning. As a result, children are working within the developmental stages expected for their ages and are developing the skills needed to take the next steps in learning, including the transition to school. The childminder encourages parents to be involved in their children's learning. She makes effective use of her daily discussions with parents to talk about children's progress, how learning can be supported at home, and to ask them to share their own observations of their children's achievements. The childminder keeps learning journals to help monitor children's progress in each area of learning and parents are encouraged to contribute to these. The childminder understands the need to develop friendly relationships with staff in other settings which provide the Early Years Foundation Stage in order to promote continuity of care, but currently has no children on roll attending other provision.

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

The childminder makes sensitive interventions in children's play but also expertly knows when to stand back and let them develop their own ideas and play. She takes an active role in their play as she makes suggestions to enhance or extend the activity. The childminder knows what children like playing with and ensures that those toys and resources are easily accessible. When engaging with children, she ensures she is at their level, maintaining eye contact with them, and they respond positively and with enthusiasm

to her.

The childminder develops secure attachments with children, helping them to feel safe and valued in her care. Children's self-esteem is developing well as she continually praises their efforts and achievements. Children show curiosity and listen to the explanations and instructions that are given by the childminder. Children are learning to live healthily and their daily routine ensures there is plenty of exercise, as they enjoy playing outdoors in the fresh air every day, making use of the local park, the childminder's garden and other setting and groups. Children develop independence skills as they manage their own personal needs and they show confidence as they deal with their own care needs by independently visiting the bathroom. They learn good hygiene practices as they wash and dry their hands. The childminder provides food and drink for children according to their individual dietary requirements. Snack is generally a healthy one, such as fresh fruit and water. Menus are displayed in the entrance hall to show parents what children will be eating for mealtimes.

The childminder helps the children to learn about keeping themselves safe. They practise the emergency evacuation procedure on a regular basis. A thorough risk assessment identifies all areas in the home and on trips which are potentially hazardous, allowing the childminder the opportunity to eliminate them. The childminder maintains all of the required paperwork for the administration of medication and accident recording. She follows routines in consultation with the parents to ensure she meets and caters for children's individual needs. The regular outings to place of interest in the community help children to develop confidence and independence in situations away from their main setting, preparing them for positive transition into school or nursery as their next step. Parents respond to questionnaires which the childminder has organised by saying they are very happy with the quality of care provided.

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

The childminder has a good understanding of her role and responsibility to promote the safeguarding and welfare requirements. For example, toys, equipment and premises are appropriate for children and regularly checked. Risk assessments identify and eliminate any possible hazards to children. The childminder also has a good knowledge and understanding of child protection. She knows possible signs of abuse and understands the procedures to follow for any referrals. This means that children are safe and protected while at the childminding provision.

The childminder has attended appropriate training, such as the required local authority approved childminding training course and first aid. In addition, she plans to attend more training to further improve her practice. The childminder provides interesting learning opportunities and consequently children are confident and act independently in their surroundings. She discusses the educational programme with parents and uses assessment sheets, which are devised to monitor children's learning and development. As

a result, children's learning and development is clearly and effectively monitored.

The childminder is aware of the importance of working in partnership with parents and she seeks to encourage them to share what they know about their child in relation to their ongoing learning and development. The views of parents and children have contributed towards the self-evaluation. Relationships with other providers support children's learning. The childminder's good knowledge of children's development means she has accurate information for assessments for the progress check at age two. Effective planning helps children to move forward in their learning. As a result, children are making good 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 |
|---------|--------------|---|
| 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 | EY440562 |
| Local authority | Cheshire East |
| Inspection number | 802380 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| 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, 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.

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