

Inspection date

Previous inspection date

13/06/2013

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	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 are highly confident. They build close bonds with the childminder and demonstrate a strong sense of belonging in her bright and inviting home.
- Children have many opportunities to make choices from the good range of easily accessible toys and resources. The childminder is skilled at following children's interests, and supports them well in developing their good language skills and imaginations.
- The childminder works closely with parents to ensure that children's individual needs are met, to develop a consistent approach to behaviour management and to support children in their transition to school.

It is not yet good because

- Observations of children are not always used effectively to plan next steps for their learning and intended skills for them to develop. Therefore, activities and support are not always clearly focused to challenge children fully in all areas of learning; particularly mathematics and literacy.
- Self-evaluation is not yet rigorous and does not routinely involve the views of parents and children to identify areas for improvement.

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 rooms used for childminding.
- The inspector asked the childminder questions at appropriate times throughout the day.
- The inspector toured all areas of the property used for childminding purposes.

Inspector

Barbara Wearing

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 in a flat in the Middlewich area of Cheshire. The whole of the property is used for childminding. The childminder uses an enclosed, hard standing area at the back of her property and the local parks for outside play.

The childminder visits local attractions, shops and parks on a regular basis. She takes and collects children from local pre-schools and schools. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday and some Saturday mornings. She is also able to care for children overnight.

What the setting needs to do to improve further

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

- ensure that observations and next steps in children's learning clearly identify the next skills for children to develop, and use these to plan activities and support that fully promote children's progress towards these; particularly in the areas of mathematics and literacy.

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

- develop more robust processes for self-evaluation, taking into account the views of parents and children, in order to prioritise areas for development and to implement changes more effectively.

Inspection judgements

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

The childminder is developing a secure understanding of the Early Years Foundation Stage and how children learn. She makes good use of the Development matters in the Early Years Foundation Stage guidance to observe and assess children's learning. Children's learning journals provide a clear record of the good range of activities children experience at the childminder's and the steady progress they make from their individual starting points. They include regular observations of children that the childminder assesses to track their progress and devise next steps from. These generally show broad areas of learning

that the childminder plans to promote or activities she will provide in response to children's interests. However, they do not always clearly show a specific skill for children to achieve next. Therefore, activities and support are not always sharply focused to fully promote children's good progress in all aspects of learning.

A clear summary of children's progress is written each term, and the childminder shows a good understanding of how and when to write the progress check at age two. She regularly discusses children's progress with their parents. They enjoy looking at their children's learning journals and discuss how they can work together to support children in their learning. Daily feedback sheets include information about the activities children have taken part in at the childminder's home. Good links are in place with other early years settings that children attend. They share information about children's progress and interests, and the childminder is aware of topics they have enjoyed at pre-school. This enables them to work together to support children in their development.

Children are particularly skilled at communication and language and have very good imaginative skills. The childminder is skilled at following children's interests and asks questions to extend these skills further. Children skilfully use small bricks to build a street. They show good design skills, understanding of the world and language skills as they respond to the childminder's questions and describe in detail what they are building. They carefully place bricks and objects, demonstrating their physical skills and control of their small muscles. Children use some mathematical language as they describe the size and position of objects they play with. However, the childminder takes few opportunities to enhance their mathematical skills, for example, by encouraging them to count or to learn the names of solid 3D shapes. This means their understanding is not promoted as well as possible.

Children are developing their literacy skills and enjoy sharing books and re-telling stories to the childminder. Children are beginning to recognise and write their own names and have many opportunities to explore different mark-making and writing materials. However, the childminder does not routinely promote or fully extend children's skills in literacy during their chosen play activities. For example, children have fun as they explore hair gel that the childminder puts in a washing up bowl. She asks questions to encourage them to use their senses and describe how it feels and smells. The childminder makes marks in the gel, describing that she is drawing 'swirls', and children copy her. However, she does not take the opportunity to extend children's skills in naming and writing shapes, letters and numerals.

Children have great fun with the childminder as they play imaginatively with dolls. The childminder engages fully with the children. She models language well and asks many questions to extend their language and imaginations. Children use their physical skills as they dress dolls and confidently access further resources to enhance their activity. They develop an understanding of the natural world and physical skills as they enjoy daily opportunities to play outdoors. They visit local parks and the forest, and go on trips further afield, such as to the zoo and the beach. The childminder ensures that children have opportunities to explore challenging play equipment under her close supervision. This enables them to take risks and develop confidence and their coordination as they climb, crawl, swing and run. A selection of resources and materials are made available to

children to promote their expressive arts and design skills, and their artwork is on display in the designated playroom.

Overall, children have fun and are eager to play and learn. They develop appropriate skills for future learning, including those for school, and make steady progress towards the early learning goals.

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

Children are happy, confident and secure in the childminder's welcoming home. She treats children with care and respect and they enjoy each other's company. Children demonstrate a strong sense of belonging. They are aware of the daily routine and of the appropriate boundaries in place. The childminder praises and rewards children's achievements and positive behaviour, and gently reminds them of the boundaries when necessary. A good range of toys and resources are attractively stored and clearly labelled in the designated playroom. This enables children to become independent learners and to extend their activities to support their strong imaginations and creative thinking. Children learn about similarities and differences between people in society through planned activities and as they access a range of toys and books that reflect positive images of diversity.

The childminder works closely with parents to ensure that she has a good understanding of children's family background, individual needs, likes and routines, which she caters for accordingly. They work together to support children in settling happily with the childminder and when they make the transition to school. They discuss and agree positive strategies to develop children's social skills and self-help skills, such as sharing and taking turns, and fastening their own coats. The childminder shares information with schools that children transfer to and takes them for visits so that they can become familiar with their new environment.

The childminder supports children well as they develop a good understanding of the importance of healthy lifestyles and become independent in their personal hygiene routines. She talks to children about the importance of exercise when she encourages them to walk to and from school rather than going in the pushchair. Children help to prepare healthy meals, such as home-made chicken nuggets and meatballs. The childminder talks to children about the values of different foods to encourage more reluctant eaters to try a wider range of healthy foods. Children develop an understanding of hazards and develop skills to keep themselves safe. For example, they learn about road safety and the childminder asks them to tell her when it is safe before they cross the roads together. They demonstrate their good understanding of this as they play with a pull-along suitcase that they pretend is a dog. They remind the 'dog' that they have to be careful as it is a 'busy, busy road'.

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

The childminder has a secure understanding of her responsibilities to safeguard children. She is aware of the signs and symptoms of abuse and of when and how to refer concerns to the relevant agencies. She identifies hazards to children as she carries out regular risk assessments and takes necessary action to reduce the risk of accidental injury while children are in her home or on outings. Clear policies, procedures and records are maintained and shared with parents to further promote children's safety and welfare.

The childminder has not yet established thorough systems for self-evaluation that take account of the views of parents or children to identify areas for development that will benefit children. Nevertheless, she demonstrates a desire to develop her understanding and skills in early years, and a commitment to continuously improve her childminding provision. Since registration she has attended a range of training courses and has built links with fellow childminders. This has helped her develop her skills, knowledge and practice. For example, since attending a course on 'messy play' she has increased opportunities for children to observe changes as they explore of a wide range of materials using all their senses. She has learned from other childminders how to ensure that observations clearly show skills children are achieving. She ensures that these observations cover all areas of learning when she writes her termly summative assessments. These also ensure that any gaps in children's learning are identified. The childminder is aware of the importance of working closely with parents and other professionals if necessary to support children in their learning. A comprehensive policy and procedure file is signed by parents, and this includes a weekly planner and daily routine so they know how their children will be cared for.

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	EY453076
Local authority	Cheshire East
Inspection number	899398
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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