

<b>Inspection date</b>	17/07/2013
Previous inspection date	19/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Children feel very secure in the childminder's presence and so are confident learners who enjoy exploring the environment.
- The childminder is effective at promoting children's communication and language development because she asks open-ended questions and introduces new words.
- The childminder manages children's behaviour very well; she offers clear explanations and positive praise and so they are learning to cooperate.
- The childminder observes children's development and plans effective next steps for their learning, which she shares with parents. This means parents are able to support their children's learning at home.

#### **It is not yet outstanding because**

- There is scope to extend children's developing creativity by offering sensory resources even more frequently, such as, play dough and sand.
- In spite of visits to the park, opportunities to support children's exploration of nature is not maximised. For example, by providing soil to dig in or to plant flowers or vegetables.

## 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 the childminder and children engaged in activities in the childminder's home and in the garden.
- The inspector examined children's enrolment records and learning files which included comments from parents.
- The inspector spoke to the childminder as appropriate during observations and checked organisational documents, such as training certificates, attendance registers, risk assessments and the safeguarding policy.

## Inspector

Valerie Aspinall

## Full Report

### Information about the setting

The childminder was registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register in 2005. She lives with her two adult children and one child aged 15 years in Widnes. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed garden for outside play. The family has two dogs as pets. The childminder collects children from local schools and nurseries, and attends toddler groups and visits the local park on a regular basis.

There are currently eight children on roll, two of whom are within the early years age range 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. At times, the childminder works with an assistant. She is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- enhance the outdoor provision by providing children with more opportunities to explore a natural environment. For example, by providing soil to dig in or for planting flowers or vegetables
- extend the range of activities to promote creativity even further by providing regular opportunities for children to explore sensory play. For example, by offering sand play or play dough.

## Inspection judgements

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

The childminder provides a caring, friendly and stimulating learning environment. She has a good knowledge and understanding of how to promote the learning and development of young children. The childminder makes effective use of observations; a detailed 'all about me' form and discussions with parents to identify children's starting points. Effective ongoing assessment based on regular observations enables her to clearly identify the next steps in children's learning. Young children are eager to learn and are positively engaged. This helps to prepare them well for the next stage in their learning and ultimately school.

The childminder is aware of the need to provide parents with a progress check for their children when they are between two- and three-years-old. Daily verbal feedback keeps parents informed of their children's care routines and aspects of their ongoing development and monthly observations summaries are shared. Consequently, parents are supported to help their children to continue to learn at home. Currently, the childminder does not care for any children with special educational needs and /or disabilities. However, she has a good understanding of how to monitor children's development and signpost parents to sources of support should it be necessary.

The childminder promotes children's early communication and language skills well. Young children babble and the childminder mirrors the sounds they make; she uses clear speech and repetition during children's play to reinforce developing language. For example, she points out the dolls eyes, nose and mouth and then encourages children to find their own, repeating the words again. Children learn about maths as the childminder uses every day play to reinforce number and size. For example, she counts "one, two, three", as she playfully swings children around. They begin to learn about cause and effect when she shows them how to pull the cord or push buttons to make dolls talk. Children are encouraged to develop their imagination when they take dolls for a walk in the pram and pretend to cuddle them to sleep. Resources are of generally good quality and meet children's interest, age and stage of development. Children are learning to value the differences and similarities between people because the childminder has a good range of resources to promote diversity and displays positive images in the play area. The learning environment is well-organised to enable children to independently follow their own interests. However, while the outdoor environment effectively supports children's physical development, there are few opportunities for them to explore natural resources, for example, digging in soil or growing vegetables or flowers. In addition, while children have access to messy, sensory activities, such as sand play, or play dough, these are only offered occasionally and so they do not have regular opportunities to explore with all of their senses.

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

Children develop warm and trusting relationships with the childminder as they actively respond to her caring and reassuring approach. They show great affection for the childminder, who responds to them with, cuddles and kisses. Her positive approach and frequent use of praise and encouragement promotes children's confidence and behaviour effectively and they begin to learn to share well. New children settle very quickly as the childminder encourages flexible settling-in sessions to meet the needs of each child and their parents. The childminder asks for a detailed care routine when new children start and so the transition from home to the setting is smooth.

The childminder has arranged the environment so that it is a welcoming place and children play safely. The playroom is equipped with good quality and accessible resources which enable children to freely choose what they want to play with. Children enjoy exploring the contents of toy boxes to find interesting items. They eat freshly prepared meals and snacks of fresh fruit, enabling them to make healthy choices and try out new

tastes. Children are encouraged to develop their self-care skills. They begin to develop independence in feeding themselves and drinking when thirsty from a beaker. Children have direct access to the garden and play out every day, in all weathers. They begin to learn how to keep themselves safe as the childminder reminds them to wear their sunhat and be careful negotiating steps. Individual towels and posters in the bathroom, reminding children to wash their hands, ensure children learn effective hygiene routines. They are learning new physical skills and are beginning to take measured risks when they manoeuvre around objects, negotiate steps and crawl through the tunnel. Occasional 'aqua baby' sessions at the local swimming baths, gives children new experiences and helps them develop confidence in water. Consequently, they are active, enthusiastic learners, which will help them when the time comes for them to move on to school.

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

The childminder provides a safe and secure environment where she assesses risks well. The childminder has a good understanding of child protection issues and knows the procedures to follow should she have concerns about a child's welfare. She has a current first aid certificate, attends safeguarding training and regularly completes a safeguarding audit. The childminder is fully aware of her responsibility to ensure all members of the household have current disclosure and barring service checks in place. Effective records are kept of any medicines administered, accidents and daily attendance. The childminder's dogs are generally kept away from children, as she has a dog cage in the playroom and a clean outdoor area. However, with the consent of parents and following strict hygiene routines, some children enjoy stroking the dogs, who are calm and friendly. Consequently, children are safe and protected from harm.

The childminder has a good understanding of the learning and development requirements. This ensures children receive a broad range of experiences to help them progress towards the early learning goals. Monitoring of the educational programme is, generally, very effective. This supports the childminder's clear understanding of children's abilities and progress. She is aware of how to support children if they do not progress as expected, such as adapting planned activities and seeking support from outside agencies as necessary.

The childminder is reflective and keen to develop her practice. She has used '20 questions for children' produced by Ofsted in 2008, to encourage the school age children she cares for to evaluate her practice. She works closely with the local authority, planning to become part of an accredited provider's network and keeps up-to-date with current developments in the early years sector. Regular visits to children's centre play sessions allow the childminder to meet with other childminders in the local network and share good practice. She has begun to build partnerships with other local settings and schools and has evaluated her service, identifying areas for development. For example, she has implemented a procedure, where parents receive updates to policies and procedures annually, and sign to say they have understood them. Parents comment positively on their children's observation summaries saying they are happy with how well their children are

developing. Occasionally the childminder works with an assistant who is her daughter, however, during this inspection she worked alone.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY298117
<b>Local authority</b>	Halton
<b>Inspection number</b>	902301
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/10/2011
<b>Telephone number</b>	

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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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