

<b>Inspection date</b>	28/08/2013
Previous inspection date	18/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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**

- The childminder has a sound knowledge of child protection and how to deal with any concerns. This means that children are suitably safeguarded in the setting.
- Parents are happy with the childminder and are kept well-informed about what their children have been doing. This ensures effective communication between the setting and home.
- Children's learning at other settings is complemented by the childminder because sufficient information is shared with regards to children's learning and development.
- The childminder has a robust policy and procedure in place for transporting children in her car. This ensures that children remain safe while travelling to and from outings.

#### **It is not yet good because**

- The childminder does not collect enough early information from parents about children's starting points. This means that she is unable to assess children's progress to full effect in relation to their starting points.
- The childminder has limited natural resources in order to challenge children's imaginative development.

## 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 looked at children's observations, a selection of policies and children's individual records.
- The inspector took account of parents' views through looking at letters which the parents had written to the childminder.
- The inspector looked at children's progress checks at age two.
- The inspector spoke at length with the childminder throughout inspection.
- The inspector looked at areas on the ground floor such as the playroom, the kitchen, the conservatory and the garden.

## Inspector

Jenna Geggie

## Full Report

### Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children and one child aged 14 in Warrington. The playroom, conservatory and kitchen are used for childminding. There is an enclosed garden, which is used for outdoor play. The family have a pet dog, fish and two guinea pigs. The children go on regular outings to local parks and the zoo.

There are currently three children on roll, all of whom are in the early years age group and who attend for a variety of sessions. Currently, the childminder does not offer out of school care. She operates from 8am to 5pm, Tuesday to Friday in term time only.

At the time of inspection, no children in the early years age range were present.

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

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

- improve the accuracy of ongoing assessment, for example, by working in partnership with parents to gather more information about children's individual starting points and learning needs when they first start at the setting in order to more rigorously track children's progress.

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

- review the quality of the resources available for children to ensure that they have access to a range of natural and different resources in order to develop their imaginative and exploration skills.

## Inspection judgements

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

The childminder demonstrates her knowledge about how to support children to make progress by incorporating their interests into activities and using trackers to monitor children's development. However, information gained from parents when children first start attending does not always include detailed information about their starting points and what they can already do. This limits the accuracy with which the childminder can precisely track the progress children make in relation to their starting points. Nevertheless,

children make satisfactory progress as assessments show they are working within age related expectations.

The childminder's records show that she regularly records detailed observations for each child who she cares for. The childminder details how the information in the observation book is also shared with other settings which the children attend. This ensures that other settings can complement the learning which has taken place with the childminder and children are fully supported in their next steps for learning.

The childminder ensures that each child has a photograph book which displays their journey from starting to leaving the setting. The photographs show age appropriate activities which span the areas of learning and development, being provided for the children. There are annotations detailing what children said during the activity which provides insight into what the child was learning. These photograph books are shared with parents and children's learning celebrated. This enables children to feel a sense of achievement by reflecting with their parents on their learning and development.

The childminder provides a range of resources for children to play with. However, many of the resources are plastic and there are no natural resources available for children to encourage children's imagination and develop their exploration skills.

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

The childminder has a cover over the pond in the garden and the gate is padlocked and secure. This ensures that children are kept safe while playing outdoors. Within her home, the childminder has stair gates and cupboard locks in order to keep children safe from harm. It is apparent that the safety and well-being of the children which she cares for is a priority for the childminder. Children's welfare is fostered as the childminder holds an up-to-date paediatric first aid qualification. This means that she is able to deal with children's needs appropriately in the event of an accident.

The childminder understands the need to promote healthy lifestyles for children. She details how she prepares a suitable range of freshly prepared meals and snacks, such as cheese and apple on crackers, homemade meatballs and fruit in order to contribute to a healthy diet and meet children's individual preferences. The childminder understands the importance of partnership working with parents. She details strategies which she shares with parents to encourage children who are reluctant eaters to try new foods in the setting and at home.

The childminder understands the need to promote children's growing independence through encouraging children to be involved with the preparation of food. She knows that by doing this, children will be more likely to try new foods if they have been involved with the preparation. Strategies to promote positive behaviour are well-embedded. The childminder uses sticker charts as rewards for positive behaviour. She also demonstrates understanding of what strategies are effective to overcome negative behaviours and details how she shares these strategies with parents at home. This

encourages a shared approach between the childminder and parents in order to work together to promote desirable behaviour from children.

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

Children are kept safe from harm as the childminder is knowledgeable about child protection procedures. She demonstrates her understanding of recognising potential signs and symptoms of abuse and the agencies she would contact if she had concerns for children's well-being.

The childminder has recently attended childminder update training and as a result, has up-to-date knowledge on her roles and responsibilities, such as keeping children safe. Daily risk assessments and checks help to identify potential hazards and prevent accidents in the home, which help to keep children safe. Children are also kept safe on outings as the childminder explains how she never leaves children unsupervised in the car. A written policy for the transportation of children in a car is in place, which further promotes children's safety. Suitable procedures are in place to protect children from people who may not be vetted. For example, visitors must place their mobile phones in a clear plastic box provided by the childminder.

The progress check at age two is shared with the parents and their comments welcomed. The childminder includes next steps for learning at home on the progress check to encourage parental involvement. In addition to this, the childminder reports that parents receive daily verbal feedback on children's care and learning, which keeps them appropriately informed of their progress.

Parents write letters to the childminder giving her feedback on the service which she provides. The childminder values feedback from the parents and is actively seeking parental involvement in children's learning. Consequently, parents are happy with the service, which the childminder provides and this is reflected in their positive comments on letters which they write. The childminder demonstrates her knowledge of supporting children in their individual learning needs. She talks about supporting children with speech and language delay by liaising with other relevant agencies and sharing information with parents. The childminder details examples of activities which she would provide to encourage communication and language development. This ensures that developmental gaps are closing as children are fully supported by a knowledgeable childminder.

The childminder uses the self-evaluation form to identify her priorities for improvement. She demonstrates that she has made some progress towards previous recommendations and details future plans for improvement.

### **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

<b>Unique reference number</b>	314777
<b>Local authority</b>	Warrington
<b>Inspection number</b>	906915
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/12/2012
<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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