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| Inspection date | 09/10/2013 |
| Previous inspection date | 15/10/2012 |

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The quality and standards of the early years provision

This provision is good

- Children build very strong and secure attachments because the childminder provides a safe, secure and very enabling environment.
- The childminder promotes high levels of enthusiasm, engagement and motivation with the children through constant interaction and a very good knowledge of the children.
- The childminder has a very good understanding of how to promote the safety of the children in her care. She has assessed the risks to her premises effectively and has created a well-organised environment where children flourish.
- There are effective strategies to share children's care needs, progress, activities and interests between parents and the childminder. These include frequent and regular discussions, daily 'home to setting' diaries and development progress files.

It is not yet outstanding because

- Although, the childminder has extended her planning, observation, assessment and tracking systems since the last inspection, there is duplication in the recording of information. This means that the amount of paperwork is excessive.
- There is scope to extend partnership working with other early years settings where children also attend, in order to enhance continuity of learning experiences for children.

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 downstairs playrooms and the outside area.
- The inspector spoke to children and had discussions with the childminder at appropriate times throughout the observations.
- The inspector looked at documentation and a selection of policies and children's records.
- The childminder and the inspector did a joint observation of children during breakfast time.

Inspector

Sheila Riddall-Leech

Full Report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged 13 years in a residential area of the city of Chester. The whole of the ground floor of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to and from local schools to take and collect children. She attends the local adult and toddler groups on a regular basis. She also visits local parks and leisure facilities with children.

There are currently six children on roll, two of whom are in the early years age group and four are school-age children, who attend before and after school. All children attend for a variety of sessions. The childminder operates all year round from 7.15am to 5.30pm Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and has support from a childminder network group and the local authority.

What the setting needs to do to improve further

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

- develop ways to streamline the detailed planning, observation, assessment and tracking documentation, so that information about children's learning and development is not duplicated in several different formats

- develop how to extend partnerships with other early years settings attended by children, so that continuity of care can be further developed.

Inspection judgements

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

Children enjoy a very well-organised environment where they can freely select resources to support their play, developing their independence and decision making skills. They happily play with the childminder, who interacts with the children in very loving and highly responsive ways. As a result, children are active learners, motivated and enthusiastic. For example, the childminder and one child play 'peek a boo' when having cuddles and joyfully share the fun and game. The child snuggles up close to the childminder as she sings familiar rhymes and happily tries to repeat sounds, which helps to develop language skills. The childminder uses effective teaching strategies as she challenges children to become

aware of number and as a result, they begin to develop an understanding of number order. They count fingers, pieces of fruit at snack time and count out aloud when lifting a child from a highchair. The childminder recognises and makes good use of spontaneous learning opportunities to further develop language and communication. For example, as a child says 'oggy,oggy,oggy' the childminder repeats the sound but adds a 'd', so the sound becomes 'doggy', placing emphasis on the first sound. As a result, the child attempts to copy the childminder and becomes aware of a new sound. Activities are tailored to suit children's developmental stages. For instance, an innovative outside water play area is at different levels to enable ease of access for all ages of children and different sized brushes and crayons are provided for them to make marks. As a result, children are developing the skills and attitudes to help prepare them for the next stage of learning, such as moving to school.

The childminder actively listens to children and joins in with activities, motivating them and encouraging their use of language. She offers plenty of praise and encouragement and uses open-ended questions to develop and extend children's understanding. For example, as a child successfully feeds themselves pieces of toast, they are given lots of smiles, encouragement and are told that they are a clever girl/ boy. The child delights in the childminder's praise and responds with giggles and smiles. Alphabet friezes and attractive posters help children become aware of the written word. This is further supported by clearly labelled resource storage boxes and a wide range of books.

Children show good control and dexterity as they independently feed themselves at meal and snack times and take part in a wide range of planned craft activities, such as sponge painting. Children have access to a range of toy cameras, telephones and other technological equipment. Many regular outdoor opportunities are provided both at the childminder's home and at local facilities, such as a local large open park. Children can run about and freely access a safe, enclosed outdoor play area and develop an awareness of risk and challenge as they play on large apparatus. Children walk to and from local schools each day with their older siblings. As a result, children benefit from fresh air and exercise and develop their physical skills. The daily trip to school provides opportunities to liaise with teachers and as a result, the childminder is very aware of the skills that benefit children as they move onto school. However, the childminder would like to develop a closer partnership with the nursery staff, in order to extend children's learning in her setting.

Since the last inspection, the childminder has developed very comprehensive ways to observe, assess and plan for children's individual needs. Children's starting points are gathered through discussions with parents when children start at the setting and through an 'All about me' booklet, completed by both parents and children, where appropriate. The childminder makes daily, detailed observations of the children as they play, supported by photographs of different activities, which are shared with parents. Information is gathered across all areas of learning and the children's next steps in their learning and characteristics of effective learning are clearly identified. She is fully aware of the progress check at age two, but does not yet care for any children in that age group. Daily diaries, observation notebooks, individual observation sheets and children's record files are completed together with long, medium and short term planning documents for each child. While the childminder knows the children exceptionally well and is very well informed

about their learning and progress, she is repeating information in several different formats. As a result, the process is very time consuming and does not help to increase her knowledge of the children. The childminder recognises that her systems are unwieldy and has plans to streamline her methods but at the same time retain the level of detail.

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

The childminder is passionate about her role and responsibilities to children and their families. Care practices are very good. The childminder is very skilled and sensitive in helping children develop good and secure emotional attachments. The childminder shows a high level of commitment to making sure that the children feel happy, secure and comfortable in her home. As a result, children have very affectionate relationships with the childminder and each other. They receive very responsive care, which meets their individual needs. For example, a child, who does not settle for a nap is cuddled on the childminder's lap until they fall asleep. Settling-in procedures are very flexible and developed around the child's and family's needs. As a result, parents and children are very well supported as they start at the childminder's home and display a delightful sense of belonging. Continuity of care is provided at all times and especially during settling-in times and transitions to other settings. For example, the childminder planned focussed activities over a two week period specifically to support a child, who was starting nursery sessions. A detailed and very informative daily diary helps to further promote continuity.

The range of high quality equipment and toys are varied, interesting and safe for children to use. The downstairs rooms and outdoor area of the home are used flexibly, so provide plenty of space for children to play comfortably and safely. Children play and learn in a stimulating and well-organised environment. The childminder protects children from cross-infection by following very good hygiene practices. For example, individual hand towels are provided each time a child washes their hands in the bathroom. Nutritious snacks, that meet children's dietary needs, are provided together with lunch boxes supplied by parents. The childminder promotes healthy eating with children and their families, so ensures that children are offered a balanced and healthy menu. Frequent and regular opportunities are provided for children to develop their physical skills and benefit from being outside. Children show developing awareness of how to keep themselves safe. For example, a child understands to wait for the childminder to hold their hand before opening a door to the outside.

Children are valued very highly. They are very sociable and confidently respond to the inspector with smiles and gestures. Praise and reassurance are used very effectively to raise children's self-esteem and the childminder models respectful interactions with the children. For example, she thanks a child when they hand her a cup and encourages the child to repeat the words. Children respond joyfully to the childminder's very good use of praise and encouragement. As a result, children are very happy and spontaneously smile and giggle with delight. Children are very well behaved. They are learning to share and take turns very well.

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

All actions and recommendations from the last inspection have been met. As a result, the childminder has developed her practice and provision effectively. Children's individual needs, interests and stage of development are fully taken into consideration and the childminder plans a challenging and enjoyable experience for each child across all areas of learning and development. Risk assessments are completed daily for the home premises and for outings to local groups. As a result, children's individual needs are met and they are kept safe. The childminder's system for monitoring and reviewing her provision is detailed and comprehensive and her self-evaluation form is an effective working document.

The childminder has a very strong commitment to developing and improving her service. She constantly monitors and evaluates the children's experiences, learning and care by seeking the views of parents and children. 'Home to setting' diaries provide opportunities for parents to offer feedback, together with frequent discussions at the start and end of the day. She uses her self-evaluation form to identify areas for improvement and these are realistic and achievable. For example, the childminder plans to review her observation, planning and assessment procedures as she now realises that these are very onerous on her time.

The childminder has given careful thought and consideration to making sure that her home is safe and secure. Risk assessments are thorough and regular fire and emergency evacuation procedures take place ensuring that everyone in the home will know what to do. As a result, the childminder provides an environment that children feel comfortable and safe in. The childminder has a very good knowledge of safeguarding and welfare requirements and is fully aware of the reporting procedures, in order to ensure children's well-being. She has recently updated her knowledge and skills in this area through training and completely recognises the importance of protecting children in her care.

Very positive relationships with parents have been established. Information is shared as children start at the childminder's setting and through discussions at drop off and collection times. Parents have written very complimentary testimonials about the quality of care their children receive and how much they value the service offered. The childminder has developed good partnerships with the local school attended by older children. However, she feels that her relationship with other early years settings that children also attend, could be developed, in order to provide better continuity of care for children attending. Good relationships have also been established with local adult and toddler groups, which the young children and childminder attend each week. Children can access a range of different activities and the childminder can get support. This ensures continuity of care and effectively supports the children's development. The childminder has good knowledge of how to access additional support services, such as speech and language therapy, to ensure all children's needs can be met effectively.

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

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| Unique reference number | EY291610 |
| Local authority | Cheshire West and Chester |
| Inspection number | 891471 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 15/10/2012 |
| 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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