

Inspection date	10/10/2013
Previous inspection date	09/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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, calm and welcoming environment where children feel happy and secure. Consequently, they enjoy strong positive relationships with the childminder and with each other.
- Children make good progress because the childminder has a secure understanding of their starting points. She observes children at play and takes into account their individual needs when planning for and assessing their learning and development.
- Children's language development is given high priority. The childminder works with other professionals to support children's speech and language and to extend their vocabulary through activities, stories, songs and rhymes.
- Strong, partnerships with parents and carers ensures that children's learning is extended at home and parents take an active interest in their development. As a result, children have continuity of care and are well prepared for the next stage of their education.

It is not yet outstanding because

- There is scope to enhance the range of natural resources, so that children's exploration and investigative skills are fully extended.

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 learning journeys, planning documentation and scrutinised a selection of policies, including those for safeguarding.
- The inspector considered the childminder's suitability to undertake her role.
- The inspector observed children's play and activities both indoors and outdoors, including adult-led and child-initiated activities.
- The Inspector considered the range, relevance and accessibility of resources.
- The inspector took into account the views of the parents and carers from comments received

Inspector

Dorothy Williams

Full Report

Information about the setting

The childminder was registered in 1999. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two adult children in a house in Ditton, Widnes. She uses the whole of the ground floor and first floor bathroom for childminding. The rear garden is also available.

The childminder collects children from the local schools and pre-schools. There are currently five children on roll, three are in the early years age group and two are school-age children. Children attend for a variety of sessions. The childminder works all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

The family has a pet rabbit and fish. The childminder occasionally attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder 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 range of resources available to younger children by, for example, including more natural materials, such as textures, wooden and metal collections, in order to further capture children's interests and extend their investigative and exploration skills.

Inspection judgements

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

The childminder understands the Early Years Foundation Stage requirements. She makes effective use of her knowledge of individual children's abilities, likes and dislikes when planning activities and learning opportunities. Children make good progress because the childminder provides a wide range of activities that effectively capture their interests and extend their learning through play.

There is a wide range of well-maintained and age-appropriate resources in the playroom. These are easily accessible and labelled with pictures and text. The small world activities and role play resources support a positive view of different cultures and gender. However, children have fewer opportunities to explore a rich range of natural resources, in order to capture and extend their investigative and exploration skills. Children use their imagination

when playing with the zoo animals. They place elephants on the train track and work out what they need to do to keep the animals safe. Children recognise that animals need to rest and put them inside their dens to sleep. They move trains and cars around tracks and put sea creatures in blue boxes of 'sea water'.

The childminder skilfully extends children's language through play by adding vocabulary, such as 'slithering snake'. She sings songs and rhymes with children as they find different animals in the zoo. The childminder uses strategies, such as 'Top Tips for Talking' to encourage correct speech and language and to improve children's listening skills. When playing outside the childminder encourages children to solve problems by asking open-ended questions. For example, she asks 'what do you think will happen?' and she gives children time to consider their reply. The childminder plays alongside children and gives good eye contact. She encourages their interest in technology by providing programmable toys with push buttons and supports their shape recognition with sorting activities. Children count as they play, matching and putting sets of animals together. They are given effusive praise during the session. As a result, children are well supported in their learning and development.

Children are becoming confident active learners. Their learning journey records show good effective individual planning, observation and assessment. When completing the progress check at age two the childminder shares her assessments with parents and other professionals. Parents are well informed of their child's progress. They readily share their child's achievements and extend activities at home. Children are encouraged to put on their own shoes and coats and to maintain good hygiene routines. Their growing independence and self-confidence means that children are developing the skills and attitudes they will need for the next stage of learning. In this way, children's needs are well met.

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

The childminder provides a warm, calm and welcoming environment for children and parents. Since her last inspection the childminder has taken time to meet with parents and find out all about children and their early experiences, including their routines, care needs, likes and dislikes and dietary needs. This helps to ensure a smooth transition into the childminder's care. The childminder knows the parents and carers well and this puts them and children at ease in the setting. As a result, children form strong, positive and secure relationships with the childminder.

Children's behaviour is excellent as the childminder is a good role model and speaks in a very calm quiet manner and listens intently when children talk. She uses good manners and gives positive praise at every opportunity. The childminder has high expectations of behaviour and shares this with parents. Children readily smile during their play time. They greet visitors and are confident to approach the childminder for reassurance and support. They look at the childminder when she speaks and repeat 'please' and 'thank you' when given snack or asking for toys. Children are reminded to walk up and down stairs with care and to be aware of slipping on the wet grass when outside. When out walking children are reminded to look both ways when crossing the road and to stay close to the

childminder at all times. In this way children are learning to keep themselves safe by taking risks within a secure environment. As a result, children know what to expect, they feel relaxed and enjoy their day.

Children enjoy nutritious home cooked meals, such as shepherd's pie and vegetables, fruit and yoghurt. Water and milk are available throughout the session. Children readily talk about visiting the shops or farm to choose fruit for snack or the supermarket for ingredients when baking or making meals. When eating children sit by the table and are supported to use cutlery correctly. They eat well and are praised for good manners. Children are supported to wash hands at key times, such as, after playing outside, stroking the family rabbit, using the toilet and before meals. They readily access the bathroom and talk about washing away germs. In this way children are learning to keep healthy

Children have access to indoor and outdoor play throughout the day. The garden provides space for children to ride on wheeled vehicles, run, jump, engage in ball games and play on see-saw and slide. They run, move up and down, twirl round and chase Lulu the rabbit. Children are taken on regular outings to the park and shops. They occasionally attend playgroups to meet and play with other children. This improves social skills and allows children to explore a wider range of activities, such as soft play and climbing equipment. Consequently, children's physical needs are increasingly well met.

Children's emotional needs are well met because the childminder provides a home from home atmosphere. She enjoys sitting with children and reading their chosen books. The childminder gives encouragement and support as needed and is able to talk to children about hospital visits and minor operations. She puts children and their parents at ease by explaining hospital protocols and procedures in a simple yet effective way. In this way children feel safe and their well-being is effectively supported.

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

The childminder fully understands what she needs to do to keep children safe. She has completed all required training and updates her knowledge through specific courses, for example, by attending night school to further enhance her childcare qualifications. The childminder has clear policies and procedures in place and shares these with parents. As a result, they are confident in the childminder's ability to provide for their children. Doors are kept locked and the keys hung out of reach. All visitors are checked before entering the property. Regular fire drills are carried out and evacuation procedures noted with comments and updates. The childminder has effective risk assessments in place for her home and all planned outings to places of interest. In this way, children are kept safe when in her care.

The childminder has a good knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and how to deliver an effective educational programme. She plans well to support children's individual needs, interests and development. Good observations are linked to areas of learning and next steps are

noted. Planning is based on children's interest and development. The childminder works with parents and other professionals to ensure that the particular needs of individual children are well met. Parents are very happy with the care their children receive while at the setting. They feel that the childminder gives children a good start to their educational journey. The childminder is developing links with the local schools and nurseries. She has a link book to share relevant information and talks to staff when taking children to afternoon nursery sessions at the local school. As a result, children are increasingly well prepared for the next steps in their educational journey.

The childminder evaluates her setting efficiently with the support of the local authority early years team. She has effectively addressed all previous recommendations and actions and has made excellent progress since her last inspection. Parents, children and other professionals contribute to her evaluation through questionnaires, comments and notes during their visit. She recognises her strengths and areas for development and is aware of the impact of her development on children in her care.

The childminder has very good relationships with parents and carers. She openly chats to them about a variety of interests as they drop off or collect their children. Parents say the childminder is very flexible especially when children are ill and has lots of great activities to match children's interests and gives children time and space to play. They say 'She has never let me down and will help me to support my child at home with reading books, things to do like counting stairs and letting them dress themselves. She is great with advice. I think it's great here'.

When dropping off a child a family member says 'The childminder supports our child's needs very well. She works with other professionals to get a better understanding of what to do. She just gives 100 per cent to children and they love coming here. I would recommend her to anyone'. This strong relationship helps children to feel encouraged and supported at home and in the setting.

The childminder shows a very strong capacity to improve. She is passionate about her care for children and loves her work. She is fully committed to children who attend her setting and their families. As a result, children benefit from a safe, secure, inclusive and happy environment and are making good progress towards the next stage of their education.

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	303393
Local authority	Halton
Inspection number	907044
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	09/01/2013
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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