

<b>Inspection date</b>	04/11/2013
Previous inspection date	19/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children are provided with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- Children's health and safety are a priority and appropriate safeguarding procedures are in place to protect them.
- The childminder has a clear understanding of each child's individual learning and progress. This enables her to plan for their future learning so that they continue to make good progress towards the early learning goals, in readiness for school when the time comes.

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

- Some aspects of partnership working are not fully robust as information regarding children's learning and development is not shared in extensive detail with other settings that minded children attend. This means the childminder cannot consistently work alongside the other setting to promote children's progress to their full potential.
- The next steps identified for children's learning are not consistent for each child. Therefore, there are occasions when the childminder does not plan activities and experiences which provide further challenge for children and, therefore, does not extend their learning to the very optimum.

## 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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the childminder.

## Inspector

Wendy Dockerty

## Full report

### Information about the setting

The childminder was registered in 2007. She lives with her partner, two adult children and 14-year-old child in Widnes. The whole of the ground floor of the childminder's home is used for childminding purposes. There is a secure rear garden for outdoor play. The childminder is registered to care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes children to local schools, nurseries and playgroups. There are currently four children on roll. The childminding provision operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

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

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

- strengthen the partnerships with other settings in order to enhance the depth of information shared about children's learning and development to enrich the planning process so that children continue to make best progress
- make even better use of the information gathered from observations and assessments to effectively identify next steps in children's learning, and plan further challenging activities and experiences for each child in order to extend children's learning to the very optimum.

## Inspection judgements

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

Children are provided with a wide range of activities and experiences, which support their development across all the areas of learning and help prepare them for their future learning and the move onto school. The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage and she ensures that children's individual interests and preferences are catered for. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities. Children move around freely and independently select from the variety of resources available. Children enjoy developing their imagination as they act out everyday situations through role play. As they pretend to put food in the oven and cook pizza, eggs and toast for lunch, children extend their language and communication skills. The childminder supports this by asking the children questions and adds new challenges to extend their thinking. For example, she asks 'is the food ready yet, don't let it burn'. This encourages children to engage further in the imaginative play and they check on the food and reply with 'no, it isn't burning, it will be ready in two minutes'. The childminder knows the types of activities and toys that individual children enjoy playing with. Through observations, she

knows that certain children particularly enjoy using the play food to act out mealtimes and picnics. Therefore, the childminder has bought the picnic basket especially so that children can engage in imaginative role play which they delight in, and which helps to develop their language skills. In addition, they are encouraged to share and take turns which supports their personal, social and emotional development.

The childminder supports children to learn about shape and colour through everyday activities, and teaches them about number through their play. While joining in with action songs and rhymes children use numbers to count the objects and begin to understand about one more and one less as they take away the currant buns each time one is brought. Children enjoy sharing stories with the childminder, and also spend time independently looking through favourite books. Children show concentration and are engaged in enjoyable activities of their own choosing for extended periods of time. They understand that print carries meaning and develop an enjoyment of reading which will grow with them as they move on to school when the time comes. During their time with the childminder, children take part in a variety of activities, such as visiting playgroups and outings within the local area. The rear garden is used in better weather and children have opportunities for developing their large physical skills as they play football, use hoops and practise skipping, hopping and moving to music.

Each child has a development folder which contains detailed written observations of children's progress, along with some photographs and examples of children's achievements. The childminder identifies possible next steps in children's learning and plans ways in which she can support their development through enjoyable activities. However, the next steps are not identified on a consistent basis for all children. This means there are a few occasions when activities provided do not always challenge children's abilities in order to extend their learning to the maximum levels possible. The childminder discusses children's individual needs with parents on a regular basis so that they can share what they know their child can do at home. As a result, children make good progress in their learning.

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

Before children start to attend at the childminder's home, she has discussions with parents regarding children's individual care needs. The childminder records all required information and gathers appropriate written consents from parents. Individual routines and preferences are known and catered for, such as medical or dietary needs, and the childminder has a personal knowledge of each child she cares for. This helps children to make a comfortable and smooth transition from home into the childminder's care. It also ensures that children build secure attachments with her, which supports children's emotional security.

Children are developing a good understanding of health and safety. They are encouraged to wash their hands before eating and after using the toilet and are provided with individual towels. The childminder provides healthy and nutritious snacks and meals for children, such as fruit, yoghurt, cereal and sandwiches. The childminder helps children to learn about dental hygiene. They understand the importance of cleaning teeth and the

childminder uses resources, such as toothy dragons and play toothbrushes, to help children learn in a fun and interactive way. Children take part in regular physical exercise, in the childminder's home and garden, in addition to walks in the local area and to the nearby school each day, when they enjoy jumping and splashing in muddy puddles.

The childminder manages children's behaviour appropriately and reminds children to share toys and be kind to others. As a result, children's behaviour is good. They understand that they need to be kind to other children and the childminder explains why inappropriate behaviour is not acceptable. Children develop an understanding of keeping themselves safe as the childminder talks to them about stranger danger and road safety. There is an emergency evacuation procedure in place and the childminder ensures fire safety equipment is checked regularly. Children learn about the wider world through discussion and activities. Resources, such as books and dolls, spending time in the local community and learning about various cultural festivals, help children to learn about diversity. Children's individual needs are respected and all children have equal opportunities to access the resources and activities provided.

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

The childminder demonstrates a clear understanding of the Statutory framework for the Early Years Foundation Stage and provides children with interesting activities and experiences, which promote their learning and development. She has a good understanding of the safeguarding and welfare requirements. Policies and procedures are in place and are discussed with parents. The childminder maintains all required documentation. Relationships with parents are in place to ensure that children's care and welfare needs are known and catered for well and discussions regarding children's ongoing progress take place.

The childminder has begun to establish links with other early years settings that minded children attend. She knows the other childminder who cares for one of the minded children on different days to meet parental needs. They share a diary and discuss children's care and development needs. However, some aspects of children's learning have not been shared. In addition, the partnerships with the pre-schools where other minded children attend are limited and there is scope for extending these partnerships to further support children's learning.

The childminder helps to protect children from harm by ensuring her home is safe, clean and well-maintained. Thorough risk assessments are carried out and she uses equipment in the home and on outings to protect children from harm. For example, safety gates and cupboard locks are used to minimise risks to children. The childminder holds a current certificate in paediatric first aid and maintains a record of any medication administered to children. As a result, children are kept safe. Since the last inspection, the childminder has taken significant steps to improve the provision for children. She has met the recommendations that were raised, such as improving the observations and planning completed in order to meet children's individual needs. The childminder demonstrates a commitment to continuous improvement. She has completed a written self-evaluation

document and uses this to identify areas for development. Her targets for future improvements include extending the partnerships with nurseries and pre-schools and continuing to keep up-to-date with training and changes in the childcare profession.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY366224
<b>Local authority</b>	Halton
<b>Inspection number</b>	821129
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/01/2009
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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