

<b>Inspection date</b>	04/11/2013
Previous inspection date	29/06/2011

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

- Children enjoy their play and display some characteristics of active learning. They receive praise and recognition from the childminder for their achievements and success, which promotes their confidence.
- Effective settling in procedures result in appropriate links with home. This enables children to form secure and happy attachments, promoting their emotional well-being and independence.

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

- Risk assessments are not effectively carried out to ensure the safety of children when playing outdoors, in the wider environment or when on outings.
- The progress check at age two is not completed to identify any emerging concerns about children's development, in order to work with parents and other agencies to help maximise children's progress.
- Systems for observing children are not implemented consistently enough. This means that children's changing interests and next steps in their learning are not always planned for to ensure that all activities precisely match their needs.
- Self-evaluation is not fully effective in identifying targets for improvement, which fully focussed on children's achievements, to ensure the ongoing development of practice.

## 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 carried out observations on a child, including a joint observation with the provider.
- The inspector held discussions with the provider.
- The inspector viewed a sample of documents, children's profiles, policies and procedures.
- The inspector took account of the views of parents.

## Inspector

Patricia Pickens

## **Full report**

### **Information about the setting**

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged ten, six and four years in a house in the Little Sutton area of Ellesmere Port, close to local facilities, schools and transport links. The whole of the childminders house is used for childminding with the exception of the master bedroom. There is a fully enclosed garden for outdoor play.

The childminder visits the shops and park on a regular basis and collects children from the local schools. There are currently five children on roll, three of whom are in the early year's age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday, Tuesday and Thursdays, except bank holidays and family holidays.

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

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

- ensure stringent risk assessments are carried out for the outdoor and wider environment and for outings to ensure children's safety is assured
- carry out the progress check at age two, to review children's progress and to identify emerging concerns so that plans can be put into place to support their future learning and development in partnership with parents
- ensure all assessments are clearly linked to the areas of learning, to enable effective planning for the next steps in children's development and involve parents in the assessment process
- ensure effective evaluation processes of children's learning and development and thorough self assessment are in place to improve outcomes for children.

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

- allow sufficient time for children to explore their own ideas at times during their play, to support them to think critically.

## Inspection judgements

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

Children find enjoyment in their play experiences, receiving consistent praise and recognition for their achievements and success. They are encouraged to develop an understanding of the natural world through experiences with natural materials and animals. For example, a child becomes very excited when he notices the family's pet lizard in a glass case and indicates that he wants to look at the lizard. The provider harnesses his interest by asking questions to encourage his curiosity, such as 'What is the lizard doing?' 'Is he sleeping?' 'Perhaps you can feed him later?' Play activities are varied and offer interesting learning experiences for children, encouraging their creativity and mark-making. They explore a tray filled with multi-coloured dry rice and spaghetti; the childminder draws imaginary circles in the rice and asks children to copy. She praises them when they do so, so that they are encouraged to keep on trying. Children copy the action of swirling round and round, creating large circles in the rice with their fingers, they smile and respond to the childminder's praise. Effective questioning is used to extend children's enjoyment of the activity.

The childminder is sometimes led by children's preferences and their choice of favourite activities. For example, a child who enjoys playing with cars, attempts to put a large car on a small ramp and finds that it does not fit. He walks to the shelf to find two large cardboard cylinders and brings these to drive the large cars up and down as ramps. The ramps are larger so the cars fit enabling him to solve his own problems. The childminder encourages and supports this. However, at times, when children make choices of activities the childminder does not follow their lead or fully support their interests and distracts them away onto another activity. For instance, when a child chooses a story book to look at independently, the childminder initiates play with cars and distracts the child away from the book.

Children happily develop their counting and physical skills through number-based action rhymes they enjoy. Together with the childminder they play energetically, rolling in response to tickles and running towards their carer to demand more. They play pulling and pushing games, which result in squeals of laughter. The childminder provides appropriate support in the development of communication and language skills. This helps to prepare children for the next stage in their learning. The childminder asks questions and describes how she intends to use picture symbols to help those with additional communication needs to aid their participation. The childminder works in partnership with parents to prepare children for their transition to nursery school; she attends meetings with parents and the staff at the nursery to aid this process. The childminder works with other agencies and professionals involved in children's learning, such as speech and language specialists. She has not, however, carried out the progress check at age two in line with requirements, in order to accurately share all areas of children's progress with parents. As a result she is unable to identify what children can do in other areas where additional intervention may be needed, to ensure they consistently make good progress in relation to their starting points. In addition, although the childminder makes observations of children's learning she does not use this information consistently to plan for their next

stage of development.

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

Settling in procedures and care practices are noted by a parent as a particular strength of the provision. This results in appropriate links with home to promote the continuity of care for children appropriately. Personal routines are well established; the provider talks the children through routines, such as nappy changing, at each stage so that they understand what is happening and they are reassured as a result. Snack and meal routines encourage children to make independent choices. For example, a child chooses grapes from the fridge and puts them into his dish. The childminder introduces new, age-appropriate cups to promote children's independence and help them to develop the skills they will need in preparation for them starting nursery school. Children are developing suitable skills to manage their own personal needs relative to their ages and abilities.

The childminder provides a welcoming and child-friendly environment so that children enjoy their time in the provision. They enjoy regular outdoor play so that they benefit from fresh air and exercise and begin to understand the benefits of a healthy lifestyle. Care practices are established, in partnership with parents, and the provider shows that she knows individual children well. This enables them to form secure and happy attachments, promoting their emotional well-being and independence. Children feel a sense of belonging as the childminder sits with them and talks to them about home. Children are supported by the childminder to behave well. They show that they feel secure in the care of the childminder as they settle quickly to sleep after their lunch. However, children are not fully supported to understand how to take sensible risks in their outdoor play, as the childminder does not demonstrate a strong understanding of the importance of effective risk assessment in all areas outside the home.

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

The childminder has a suitable understanding of the procedures to follow if she has a concern about a child. She ensures that all adults living or working in the premises have completed suitability checks to reassure parents and to safeguard children. She has considered risks within the home and has minimalised these to keep children safe. However, a serious incident which involved her own child playing in an unsupervised capacity outdoors, demonstrates that she does not show a suitable awareness of potential risks to children outside of the home to fully promote a culture of safety in this area. Despite this there is no evidence to suggest this had had a significant impact on minded children.

The childminder is completing a recognised childcare qualification in order to enhance her knowledge and ability to meet all of the learning and development requirements. She has not, however, evaluated her practice effectively to target any weaknesses and plan for improvements. Although her evaluation of children's learning and development provides a

broad overview of each child's skills and abilities, it is not consistent enough to identify all aspects of development are fully covered and to ensure any developmental delays are identified early and additional support put in place.

Partnerships with parents are encouraged in some areas and are appreciated by parents, who say that they make a sound contribution to supporting children to settle into the provision. However, the childminder does not share sufficient information about children's learning with them, for instance with regard to the progress check at age two, to ensure that all appropriate information is gathered from them to enhance children's progress. Evaluation of the assessment process of children's learning and development provides a broad overview of each child's skills abilities and progress. However, it is not consistently thorough enough to identify all aspects of development of children who may be underachieving, so that their progress is better than satisfactory.

### **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>	EY408342
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	875359
<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>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/06/2011
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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