

<b>Inspection date</b>	31/10/2013
Previous inspection date	10/09/2008

<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 provides ongoing support and praise to children as they play and explore. Therefore, children are confident to try out new skills.
- Children take part in a range of experiences outside the childminder's home. They attend sessions run by the local children centre. This helps children to develop their social skills in preparation for later transitions to pre-school and school.
- Children engage in play and remain suitably motivated to learn. This is because the childminder uses activities and routines to promote the educational programme.
- The children are welcomed into a warm and friendly home where they enjoy their time with the childminder. They have built good relationships with her and her co-childminder, which means they feel safe and secure.

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

- The childminder does not consistently complete the required progress check at age two for all children so that parents and/or carers receive a written summary of their child's development in the prime areas.
- Observations and assessments of individual children lack detail to enable the childminder to have an accurate understanding of what children can already do and need to do next, so that this information can be used to enable them to make better than satisfactory progress.

## 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 spoke with the childminder, co-childminder and children at appropriate times throughout the inspection and made observations of children present.
- The inspector looked at children's assessment records and planning documentation.
- The inspector sampled a selection of policies, documentation and children's records.
- The inspector observed the quality of teaching and activities in the play area.
- The inspector viewed the areas of the premises and garden used for childminding.

## Inspector

Ron Goldsmith

## Full Report

### Information about the setting

The childminder was registered in 1989. She lives with her adult daughter, who is also a registered childminder on the premises and her daughter's partner. They live in a house in Nantwich, Cheshire. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, four of whom are in the early years age group. Other children attending are on the roll of the daughter childminder.

The whole of the ground floor is used for childminding including a secure rear garden for outside play. The family have two pet cats and two rabbits. Children attend for varying days and times. The childminder is able to take and collect children from local schools and pre-schools. The childminder operates all year round from 8am to 6pm, Monday to Friday, 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:**

- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- provide parents and/or carers with a short written summary of their child's development in the prime areas when the child is between two- and three-years-old. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.

### Inspection judgements

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

The childminder gathers useful information from parents when children start at the setting, which is used as a baseline for her to plan some interesting and age-appropriate activities for children. The childminder understands how children learn through play. She uses photographs to evidence children's satisfactory progress and records this in their individual development file highlighting the seven areas of learning. However, the childminder's understanding of how to observe and assess children's progress is variable.

As a result, play is not always consistently and clearly planned to fully support children in the next steps of their learning. As a result, they make satisfactory, rather than good, progress. The childminder does not securely identify the next steps for each individual child, in order to plan a good range of challenging and purposeful play and learning opportunities to help children make best progress. The childminder has completed the progress check at age two for some children. She demonstrates a suitable understanding of this to be able to implement it, but it has not been completed for all children. This means that a legal requirement is not met.

Children's development files and photographs are shared with parents which helps them to understand how their child is progressing. Occasionally ideas are suggested to parents that complement what the children have been involved with at the childminder's home. For example, children enjoy number rhymes and parents continue singing these at home with their child to support ongoing progress in their child's mathematical, language and social skills. Parents are encouraged to share information about what they are doing at home with their child, this assists in ensuring that there is some consistency in learning. The childminder talks to children during each session about what they have been doing and links this to their development. The organisation of each day, and the toys and resources, enables children to make mostly independent choices about what they would like to play with and how they spend their time. In the main play room for example, children use their imagination, caring for dolls and accessing a range of small world activities. In the kitchen, they prepare for a Halloween party by making marshmallow 'ghosts', which they create using marshmallows and chocolate, or making bat sandwiches using a shape cutter to create the desired effect.

Their imaginative skills are developing well, for example, when they play with dinosaurs or when they dress up as spiders or a princess pirate. Thoughtful consideration is given to the planning of the environment to provide children with some opportunities to develop themes, for example decorating the house with cobweb materials at Halloween, so that children show interest and are keen to explore and investigate their environment. During a music session they enjoy banging drums, and shaking cymbals and bells. Children benefit from the satisfactory teaching skills of the childminder as they participate in helping complete some jigsaw puzzles or use everyday opportunities to count or talk about shapes and colours. All children become involved in the craft activity. They eagerly cut, shape and roll dough. This helps children freely express themselves during creative work. Furthermore, children develop their fine muscle skills. Regular outings are purposefully planned to help children to develop confidence and independence as they become aware of others and develop their physical skills. Children enjoy learning and are satisfactorily supported in acquiring some new skills and this helps them in preparation for the next stage in their learning, such as, nursery or school.

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

The childminder shows genuine concern and warmth towards the children she cares for, recognising when they are hungry and tired and she cuddles babies and young children affectionately as they fall asleep. Young children show they are happy and secure in her

care as they smile at her or look to her for reassurance. Consequently, this supports their emotional well-being and provides a solid foundation on which they can learn. The childminder gathers relevant information about children's care needs, such as, medical history and daily routines, from parents prior to children starting. This is combined with settling-in visits to help children to become familiar with the childminder.

The childminder provides a welcoming and friendly environment for children. Appropriate procedures are in place to ensure that children can move around the space freely and safely and provides children with a suitable range of age-appropriate resources. Therefore, children make independent choices about their play. The childminder has a sound understanding of promoting children's behaviour and provides regular encouragement and praise, helping children to learn to share and be kind to each other. Children have regular opportunities to socialise with their peers as they attend local play groups at the Children Centre. This helps to familiarise young children with other settings in preparation for their later transition to nursery or school.

The childminder has a sound understanding of how to promote children's good health. She provides children with a range of balanced and nutritious snacks and meals. In addition, children have regular opportunities for fresh air and exercise as they go for local walks and play in the garden or visit the park. The childminder suitably supports children to learn about how to keep themselves safe through discussion and daily routines, such as practising road safety.

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

The childminder has a sound understanding of her role and responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed relevant training and, as a result, demonstrates a clear understanding of safeguarding children issues and is fully aware of procedures to follow should she have any concerns. This is supported by a comprehensive written policy.

The childminder promotes child safety as she implements appropriate procedures, such as keeping external doors locked, using cupboard locks and carrying out written risk assessments. All legally required documentation to effectively safeguard children and support their welfare is in place and up-to-date, this includes medication records and children's details. The childminder demonstrates a positive attitude towards developing her practice through attending relevant training. Partnerships with parents are generally good because there daily systems to exchange information, such as talking about the routines and achievements of children. The childminder meets with them at the start of their time at the setting and provides them with a copy of all relevant policies. This means that parents are kept appropriately informed about how the childminder works.

The childminder understands the importance of co-operation with other providers of the Early Years Foundation Stage, and the importance of sharing information to support continuity of learning and care for children who attend more than one setting. Monitoring

of the educational programmes provided by the childminder is developing. The childminder reflects on her practice to ensure that she provides children with an appropriate range of activities and to identify areas which can be improved, for example, considering how to improve the garden as an outdoor learning environment.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	304103
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	939980
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/09/2008
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

