

Inspection date

Previous inspection date

10/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 teaches and interacts well with children and actively promotes their learning through play. As a result, children make good progress in their learning.
- The childminder forms effective links with other settings. They work well together and provide consistency and continuity in children's care and learning.
- The childminder establishes effective partnerships with parents, and promotes children's individual care and learning needs well.
- The childminder promotes the children's welfare as she meets the safeguarding requirements effectively.
- The childminder is proactive in developing her service. She acts on advice and attends training to enhance her knowledge. Her plans for improvement are well targeted to strengthen her practice further.

It is not yet outstanding because

- There is scope to improve opportunities for children to develop their information and communication technology skills by engaging with a wider range of materials.
- Opportunities for children to investigate a range of media are less well established to build on the development of their exploratory and investigatory skills.

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 and interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records.
- The inspector conducted a joint observation with the childminder.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 2013 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 six to 11 years in a house in Gately area of Stockport. The front playroom, rear lounge, conservatory and a kitchen are used for childminding. A bathroom is also available on the ground floor. A rear all weather garden is accessible from the playroom for outdoor play.

The childminder attends toddler groups and activities locally. She visits the library and park on a regular basis. She collects children from the local schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates term time only from 7.45am to 6pm, Tuesday to Friday. She 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:

- provide opportunities for children to investigate while they play and explore, for example, provide a range of everyday objects in treasure baskets
- incorporate technology resources that children recognise into their play, such as cameras, phones and torches, in order to support children's understanding of how things work.

Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. She gathers information from parents when children start, about their interests and care routines which enable her to plan appropriate activities which meet children's individual needs. Children have an individual learning journey record that details their starting points, ongoing progress and next steps. This means the childminder plans activities that enhance children's learning based on their interests. The daily discussion with parents about the events of their child's day and their involvement in their children's learning provides them with information to continue learning at home.

Children enjoy looking at familiar books with the childminder and she talks to them about

what is happening in the story and explains new concepts. This helps them to learn new vocabulary and develop a love of reading. The childminder supports the children to think critically. For example, two pieces of a game are the same size but one looks bigger as it is closer the childminder encourages the children to swap the pieces round to see which is bigger and then to move further away to consider the changes. This encourages them to become skilful and remain motivated towards their future learning and their progression to school. Children have opportunities to engage in arts and crafts activities which promotes their imagination and creativity, however, there is scope to extend the range of natural materials available to support the investigation and exploration skills of younger children.

The childminder promotes children's mathematical awareness by encouraging them to try and resolve problems for themselves. For example, as children build the car track and some pieces do not fit together, the childminder encourages them to think of a solution and then supports them to turn the pieces round and children feel a sense of achievement as the track is completed. Children are developing an awareness of the world around them as the childminder talks to them about environmental features, such as pedestrian crossing and phone boxes. While children have some opportunities to become aware of technology, such as using a remote control car, this has not been fully explored and there is scope to extend this further by providing children with resources, such as torches, cameras and phones so they can develop their understanding of how things work.

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

The childminder has established strong and secure attachments with children in her care. Her sensitive and calming approach means children are happy and content as they play and seek resources that stimulate their interests. She observes children constantly to ensure they are emotionally secure and relaxed in their play and she responds to their wishes. For example, children are engrossed in an activity when the childminder asks them if they would like to prepare the snacks. The children wish to continue in their play and the childminder respects their wishes. As a result, children's emotional well-being is fostered well, as they develop a sense of self-awareness and self-assurance.

The childminder has clear expectations about children's behaviour. She praises positive behaviour and, therefore, the children behave very well. The childminder keeps children safe by ensuring the environment is clean and well maintained. It is well-resourced, spacious and secure. Children are taught about risks. For example, the childminder teaches older children about the dangers of the road. She encourages and supports children to wash their hands before eating, therefore, promoting good hygiene. She helps children to understand the importance of a healthy diet. She talks to children about different types of fruit and while showing them gives them an explanation of how fruit can go off. Children access the fresh air and engage in physical activities daily, all of which contributes to a healthy lifestyle.

The childminder gains knowledge of children's needs and interests from the parents before they start. Consequently, she has a good understanding they need to feel safe and secure in her care, which supports smooth transition into the setting. Children are well prepared emotionally for their next stage of learning because the childminder uses every

opportunity to promote their independence and confidence. They choose their own resources, put on their own coats and shoes and go to the bathroom independently. The childminder has a good range of resources which support children's emerging interests so they are engaged and interested in their play.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities. She has an up-to-date policy, which outlines the procedures in place in the event of a safeguarding concern. The childminder undertakes a risk assessment of her home and of outings, as well as daily checks to ensure indoors and outdoors are safe to use. She puts effective measures in place to minimise any potential hazards. For example, children practise fire drills so they know what to do in the event of a fire or an emergency. The childminder has an up-to-date first aid qualification.

The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. She uses observations, to enable her to track and monitor the children's progress from when they start, to ensure they make good progress in all areas of learning. The childminder ensures she is fully up-to-date with her training and development and is undertaking an early years qualification at level 3. She reflects on any training using self-evaluation and uses it to improve her practice. For example, she has developed a display board for each child which contains photographs of them, special things they have achieved and observations she has made, this boosts children's confidence and gives parents valuable information about their child's day.

The childminder recognises the importance of building close partnerships with parents. She has established effective relationships with them and they share information in the daily diary so that children's needs can be personalised. This ensures that learning and development is as successful as possible and children's individual needs are met. The childminder is proactive in working with other settings the children attend, through daily verbal feedback about their progress and next steps, which ensures consistency and continuity of care.

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	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

Unique reference number	EY465037
Local authority	Stockport
Inspection number	928659
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

