

Inspection date	16/01/2014
Previous inspection date	10/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are very happy, confident and motivated to learn. They feel safe and show very high levels of independence. Children develop strong relationships with the adults who care for them.
- The childminder provides an effectively secure, safe and enabling environment so that children build significantly secure attachments.
- Children's good health and well-being are promoted very well through effective daily routines, healthy snacks and meals and regular access to interesting outdoor activities.

It is not yet outstanding because

- There is scope to enhance the childminder's understanding of the characteristics of effective teaching and learning, for example, through the use of more open-ended questions, to extend children's ability to think critically and their communication and language 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 in the downstairs rooms.
- The inspector held a meeting with the childminder and undertook a joint observation with her.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including self-evaluation records.
- The inspector took into account the views of children spoken to on the day and written comments of parents.

Inspector

Sheila Riddall-Leech

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 12 and seven years in Sandbach, Cheshire. The whole ground floor of the home is used for childminding. Children have access to an enclosed garden for outside play. The family has several pets, including chickens and ducks.

The childminder works with an assistant. She collects children from the local school and attends several toddler groups regularly. There are currently 10 children on roll, four of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, except Bank Holidays and family holidays, from 7.30am to 6pm Monday to Thursday, and 7.30am to 9am and 3pm to 4pm on a 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:

- enhance the use of open-ended questions to maximise opportunities for children to think critically and extend their communication and language skills.

Inspection judgements

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

Children benefit from a highly organised childminder who has made significant progress since her last inspection in her capability to observe children's abilities, monitor her provision and carry out risk assessments. Teaching is good overall, the childminder and her assistant support children very well and use adult-planned and child-initiated activities to extend children's interests and learning. For example, the children and childminder have very purposeful conversations as they play a game hiding a ball. As a result, children are actively engaged in their learning and make good progress. This means that they are gaining a good range of skills to support their readiness for school when the time comes. Meaningful conversations and very effective support enable children to develop their knowledge when independently playing and investigating. However, questioning is not always effective in extending children's learning. For example, children and the childminder have great fun playing a board game; they count together and identify numbers and items. However, opportunities to extend this learning are sometimes missed as some questions asked are closed, so do not invite a variety of responses from children. Otherwise, children's communication and language is supported well and children are making good progress. The childminder effectively models children's speech and so extends their understanding.

The childminder and her assistant show a genuine interest in children's play and interactions and, as a result, relationships are very loving, warm and strong. Children are very happy, confident and have high levels of independence. They are active and motivated learners. They freely engage in many independently selected activities, which they sustain for long periods of time. For example, board games are played several times at the children's request. The childminder appropriately challenges children to develop their skills and extend their learning. For example, they play a game together hiding a ball and the childminder introduces clues to help the child find the ball, at the same time maintaining their safety. Children's observation files are started they begin attending the setting, using information supplied by parents. Frequent and very detailed observations of children are carried out, recorded and cross-referenced to the areas of learning, and children's next steps in learning are clearly identified. Written observations are supported by numerous annotated digital photographs. The childminder's very good understanding of children's next steps in their learning ensures that she is constantly thinking about how her teaching can move children's learning on. The observation files provide a delightful reference to share with parents, several of whom have written positive and complimentary comments. The childminder ensures that parents are fully involved in the assessment process on an ongoing basis as they comment on activities children have been involved in. The childminder knows the children exceptionally well and is aware of their progress. Daily information sharing between parents and the childminder helps with the transition from home to the childminder's house as she can extend learning based on the information.

The whole ground floor of the childminder's home and the garden are used for childminding. These areas provide good, large spaces for children to explore, investigate, move and develop their physical skills, independence levels and confidence. Children's understanding of the world is developed through the use of the garden, feeding hens and ducks and regular walks in the local area. The indoor environment is very well organised, safe and stimulating, providing a delightful learning environment for children. Children's craft work is carefully displayed, which reinforces their self-worth and confidence. Good quality and plentiful resources are easily accessible to children and this helps to develop their independence levels, imagination and creativity. For example, they enjoy a role play picnic and dressing up.

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

The children are very well behaved and their personal, social and emotional development is very effectively supported. They are kind and caring towards one another and willing to share and take turns. For example, when playing a board game they all have a turn to select a card. The childminder supports children to develop caring attitudes and models positive behaviour to children, reinforced with plentiful praise and loving interactions. Boundaries within the childminder's home are sensitively reinforced, which ensures that children feel safe and well cared for.

The childminder ensures that she has information from parents about issues which may affect the children's well-being. This means children's physical requirements for food and rest are addressed through clear routines. Therefore, young children begin to understand

what is going to happen next and feel secure their needs will be satisfied. The childminder provides healthy and nutritious snacks and children are well supported to start to think about what would constitute a healthy diet. The children enjoy practising their self-care skills when using the accessible toilet. The childminder ensures a very clean and organised environment, which helps to prevent the spread of infection. She gives children time to develop their own play activities at their own pace. Both the indoor and outdoor environments give children plenty of space to move around freely and develop their physical skills.

Children's understanding of safety issues is developing well. They know to place drinks on tables, and join in with emergency evacuations. Close links with the local community provide opportunities for children to meet up with larger groups and develop their social skills. For example, the childminder and children attend local toddler group sessions. This supports children's preparation for transitions to school when the time comes.

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

Children are safeguarded well because the childminder has a sound understanding of the signs that may cause her concern. She fully understands the importance of her role in protecting children and of the importance of keeping clear records of any concerns she may have. She undertakes risk assessments for the home and outings and is aware of the supervision requirements of younger children, both inside and on trips off site. The building and garden are secure. The childminder is well organised and has ensured that she complies with all aspects of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All required policies and procedures are in place and have been very recently reviewed. There are vetting procedures and documentation for all adults in the home who have contact with the children.

The childminder is fully aware of the need to record children's development for the progress check at age two. She has prepared an attractive leaflet to share with parents to explain the progress check. The childminder is continually reflecting on her provision to see how she can make activities better, to support learning and her teaching, for the children she cares for. There are clear and achievable improvement plans in place, which are realistic, accurate and challenging. She seeks the views of her assistant, older children and parents when monitoring her provision and plans to develop a children's comments book for all ages. She discusses her provision with parents on a regular basis to ensure their ideas are incorporated into her plans. The action and recommendations from the previous inspection have been met. This demonstrates a good commitment to further improvement. The childminder shows a good commitment to developing her own skills. She has accessed several relevant training opportunities, for example, on food safety. This has a positive effect on the childminder's knowledge and the service she provides for families. The childminder and her assistant work well together and have shared roles and responsibilities, which positively benefit the children. For example, the assistant can collect children from school in wet, cold weather so that the younger ones can stay at home. The childminder and her assistant have a good overview of the educational programme and

ensure the very positive environment and teaching methods contribute to children's progress and learning.

The childminder is proactive in building good partnerships with parents. Good communication is developed through talking with parents each day and providing an area for private conversations should the need arise. Parents are encouraged to provide information about their child, which helps the childminder provide continuity in the children's care between home and the setting. Written policies are shared with parents, which gives them a further insight into how their child's care is organised. Written comments from parents in the children's observation files are very complimentary and indicate their level of satisfaction with the service provided. The childminder fully understands the importance of forming links with other provisions and shares information about children's achievements with a local pre-school group where some children also attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY363988
Local authority	Cheshire East
Inspection number	821085
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	10
Name of provider	
Date of previous inspection	10/05/2011
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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