

Inspection date	28/01/2014
Previous inspection date	21/03/2012

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

- The childminder has an appropriate knowledge and understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children.
- Children are happy, comfortable and content in the childminder's care. They develop close relationships with her because she is sensitive to their individual needs and understand that children thrive in a warm, loving and caring atmosphere. This helps to promotes children's emotional well-being.

It is not yet good because

- The childminder does not accurately or consistently complete children's assessments, particularly the progress check at age two. Consequently, children's development is not recorded accurately and used to identify and target gaps in learning and development.
- Children are not provided with sufficient opportunities to learn about information, communication and technology and other cultures. This means that children are not offered depth and breadth across all areas of learning.

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 looked at documentation, including safeguarding, risk assessments and children's records.
- The inspector observed activities in the lounge and kitchen.
- The inspector discussed children's progress with the childminder.
- The inspector held discussions with the childminder.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children. The whole of the house is used for childminding. The family have a pet rabbit. There are currently 12 children on roll, three are in the early years age range and they attend for a variety of sessions.

The childminding provision operates all year round from 7am to 6.30pm on Tuesday, Wednesday and Thursday. She also provides care before and after school, 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:

- improve knowledge of the areas of learning and development to ensure that assessment, including the two year progress check, accurately identifies areas where children's progress is less than expected

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

- strengthen children's learning about information, communication and technology and other cultures to ensure children are offered depth and breadth across all areas of learning.

Inspection judgements

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

The quality of teaching is satisfactory, the childminder supports children sensitively and extends children's thinking through talking to them. For example, when making pizzas for lunch, the childminder listens carefully to a child talking about her home life and her preferences with regard to pizza toppings. Her interaction and ability to respond sensitively to the child, means that communication and language is supported in her provision. The childminder offers a variety of activities and experiences to support children's learning, such as learning about how to make bread, but she does not exploit teaching opportunities to help children learn about different cultures and ethnicities. The childminder has dolls of ethnic origin but there is scope to use these to help children learn more about different cultural festivals, such as Chinese New Year. Children do not have sufficient opportunities to engage with information, communication and technology. This means that some aspects of learning are not well provided for. The childminder notices

children's current interests, for example, she knows that a child is interested in caring for babies and so provides a selection of dolls and blankets for her to play with. On the whole, children make sound progress in their learning and development and are developing appropriate skills to prepare them for school when the time comes.

The childminder observes children and includes details in their individual scrapbooks which contain lovely photographs of children engaging in planned activities. However, although the photographs are annotated, they do not link to areas of learning and children's next steps are not clearly identified. This means the childminder does not effectively monitor and assess children's progress see if they are working at expected levels of achievement. The childminder has attempted to complete the two year progress check but this is still work in progress and the childminder is not secure in her knowledge of the requirements surrounding this. Consequently, children's progress and next steps are not accurately reported on or shared with parents.

Parents are welcomed into the childminder's home and they are encouraged to provide information about their children upon entry. Partnerships with parents are well established and the childminder ensures that she communicates with them on a daily basis regarding their child's activities.

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

The childminder is a good role model and knows the children in her care very well. Children are well behaved and appear happy, comfortable and content in the childminder's care. They develop close relationships with her because she is sensitive to their individual needs and understand that children thrive in a warm, loving and caring atmosphere. This helps to promotes children's emotional well-being. Children's personal, social and emotional development is well supported. Children are given plenty of time to explore and investigate in their play, become independent by choosing their own activities and favourite resources and know that they have the full support of the caring and considerate childminder when they need her.

Children's health is supported as they develop an understanding of healthy eating when they choose their favourite healthy snack and are given time to prepare and eat their lunch. They become aware of good hygiene practices as they are encouraged to wash their hands before lunch. Children enjoy plenty of opportunities to be outside and enjoy fresh air and physical activity. Walks to and from the local park on a regular basis also support children to become aware of a healthy lifestyle.

Partnership with parents are good and an effective two-way flow of communication, through methods, such as, talking daily or telephoning, means that parents views are acknowledged and children's needs are met. Children are beginning to learn about managing their own safety under the supervision of the childminder. For example, when making pizzas, children carefully cut up ham on a chopping board using a knife, they listen to the childminder about how to use the knife correctly to ensure they do not harm themselves.

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

The childminder has an appropriate understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. She fully understands the procedures to follow should she have concerns about a child and shares her written safeguarding policy with parents. This ensures parents have a clear understanding of her role in keeping children safe from harm. All the adults in the home have been through suitability checks, which means they are vetted appropriately and safe to be in the proximity of children. The childminder is proactive in her approach to safety and all areas of the home and garden are effectively risk assessed to ensure children can move around the home in comfort and safely.

The childminder has a suitable knowledge and understanding of how children learn and uses relevant guidance documents to monitor children's development. However, she is not fully confident in identifying whether children are working at levels of achievement in each area of learning and development. Consequently, assessment is not always completed accurately. In particular, the progress check at age two has not been completed thoroughly enough to provide a precise picture of children's progress in the prime areas of learning.

The childminder shows a commitment to developing her provision and has started to complete a self-evaluation form to document this. This is still a work in progress so is not sufficiently robust to help identify key weaknesses or areas of continuous improvement. The childminder has suitable partnerships with parents to ensure that they receive information about their child's activities. The childminder has started to develop links with other professionals who share the care and education of children in her care. She receives information from them regarding recent assessments.

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	EY365929
Local authority	Cheshire East
Inspection number	817724
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	21/03/2012
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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