

Inspection date

Previous inspection date

03/02/2014

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 provides a welcoming home in which children are secure, happy and confident to express themselves.
- The childminder effectively uses her good knowledge of children's needs and interests to plan stimulating activities, which help children make good progress in their learning.
- Relationships between the childminder and parents are strong and parents are delighted with the progress their children make.
- As part of everyday activities and play, children have good opportunities to count, to recognise numerals, find out about the properties of different shapes and develop their mathematical thinking.

It is not yet outstanding because

- The childminder's programme for personal development does not take full account of the wide range of ways available to extend her good knowledge and understanding of professional practice.
- Opportunities for children to develop early writing skills are not always purposeful or encouraged in a wide variety of ways.

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 dining area and lounge and conducted a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at a range of documents, including children's assessment records and planning documentation.
- The inspector looked at the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from feedback letters provided by the childminder.

Inspector

Lynne Naylor

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged two and seven years and a foster a child aged eight months in the Stockton Heath area of Warrington. The whole of the ground floor and a rear garden are used for childminding.

The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. There are currently two children on roll, one of whom is in the early years age group and attends in the afternoons. The childminder attends local toddler groups. She collects children from the local schools and pre-schools. 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:

- support children to develop early writing skills through play, for example, provide good models of writing and extend their opportunities to see and create texts in role play and to attempt writing for a variety of purposes
- set regular targets for personal learning and seek a variety of ways to improve knowledge and understanding of good practice, in order to constantly improve performance and develop professionally.

Inspection judgements

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

The childminder observes children's abilities and talks with their parents about what they know and can do at home. This gives her the children's starting points, from which she plans suitably challenging experiences. Children make good progress within the typical range of development expected for their age in communication and language, physical, personal, social and emotional development. Photographs and written observations with regular written summaries of their abilities, keep parents well informed of their children's progress. The childminder is clearly aware that children learn best when they are active and involved. She involves children in the planning so their choice of activity is set out attractively when they arrive. This enables them to engage quickly with activities. In addition, she provides a suitable range of accessible toys in the lounge from which children easily choose to play with what interests them. The quality of the childminder's teaching is good. She plays alongside children and purposefully supports them to work

well independently and cooperatively with others. This equips them with good skills ready for starting school. She maintains their interest, as a result, they concentrate well on games, which is also a useful skill for future learning. She skilfully extends their learning. For instance, she purposefully directs children to use displays, such as the shape poster, to identify two and three dimensional shapes made out of dough. Children develop good mathematical skills. They accurately say number names in sequence as they count how many pieces of dough they have cut from the moulded sausage. Skilfully encouraged by the childminder, they learn how to solve number problems as they share the nine pieces among the three people at the table.

Every week, the childminder specifically plans learning experiences using what she knows about each child's abilities from her observations, from parents and sometimes from other settings children attend. As a consequence, these experiences effectively extend children's learning. Most experiences are well matched to each child's ability and stage of learning. Although, writing between lines and tracing over dots as a way of learning to write is not as interesting or purposeful as her other planned experiences, which are based around play. The childminder closely observes children at play and uses their current interests well to extend their learning. For instance, she notes a child comparing her hair and eye colour to that of other children so she enables children to learn about the similarities between themselves and others. Children use the internet to explore the customs and beliefs of their own and other people who live in Spain, India and Germany and refer to the map to see where they live. They learn about their local community and the natural world as they visit places, such as a country park to search for reindeer. At the local park and at the soft play centre, children develop strong physical skills as they climb on equipment. The childminder purposefully extends children's language and vocabulary while young children play. She introduces new words and repeats what they say in the correct way, which sensitively helps children to pronounce words. Children enjoy painting and drawing, which helps to support the development of their early writing skills and their creativity. Children develop a wide range of skills as they play imaginatively. They practise their communication skills as they buy items from the pretend shop. Although, they are not involved in writing the shopping list in order to practise making marks for a purpose.

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

The childminder uses valuable information from parents to help children settle when they first start. The sharing of useful information continues in a daily communication book, which helps support children's ongoing care needs. Children demonstrate a clear sense of security as they confidently communicate with each other and relate well to the childminder. The childminder is a good role model as she plays alongside and consistently guides children about what is acceptable behaviour. Children receive praise for achievements and positive behaviour, which promotes their self-esteem and confidence. The childminder uses a child's interest in pretending to feed and care for a doll, to talk about feelings as they play imaginatively. As a result, children are keen to show care and concern for each other.

Children develop a good understanding of how physical exercise fits into a healthy

lifestyle. They walk around the local area and regularly visit the park to use the equipment. They practise climbing skills and develop good hand and foot to eye coordination as they play football, rugby and games with balls. They also learn about keeping safe as they carefully use park equipment and explore outdoor spaces. Children receive clear messages about the importance of healthy eating through planned activities and what they eat. Healthy snacks of mixed fresh fruit, such as, plum, blueberry, strawberry and kiwi and lunch of a ham sandwich and yoghurt are well-planned to be nutritious and varied. The childminder is aware of and carefully addresses each child's dietary needs. Children talk about the health benefits of foods when baking or making pizza and fruit smoothies.

The childminder provides a welcoming home and good support for children's all-round development and emotional well-being. Children easily select and return toys, which successfully develops their self-help skills. The childminder also supports children to manage their personal needs. They help themselves to water when thirsty as their drinks are kept within their reach. They are encouraged to use the toilet and wash their hands safely and independently. They effectively learn how germs are spread as they paint their hands and watch how the paint transfers to other hands and surfaces. Children demonstrate a good awareness of how to keep safe and how to use tools safely. For example, they carefully use knives and scissors when working with dough. Children socialise with other children on planned visits to another childminder's home. They develop confidence and independence as they learn to socialise with other children. This prepares them well emotionally for their move on to nursery and school.

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

The childminder fully understands her responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. She demonstrates a clear knowledge of the indicators of abuse or neglect and how to work with other agencies to protect children. She keeps appropriate contact details and clear procedures to follow, which are in line with those of the Local Safeguarding Children Board. Everyday the childminder visually checks her home is suitable, safe and clean before children arrive. Outings are organised safely and each type of outing is covered in the written risk assessment record. She follows clear procedures and maintains accurate records of children's details, attendance, visitors, evacuations, risk assessments, smoke detector tests, refrigerator temperatures, accidents and medicine administration. These support the childminder to keep children safe and protected.

The childminder confidently tracks and keeps records of children's progress. Each week she plans what children need to learn next using the previous week's observations. She plans challenging experiences to close any gaps in their learning. Parents are pleased with their children's progress and make positive comments about the childminder's 'hard work and care'. Most of her plans for improvement are self-identified but she is open to the views of parents and provides questionnaires for them to rate the service offered. She regularly meets with another childminder to share ideas and discuss childcare related

issues. The childminder is fully aware of her strengths and takes on board any good practice she sees to improve her own service. However, she has not fully identified her personal training needs or identified a range of ways in which she can build on her knowledge and understanding, in order to maintain continuous improvement.

The childminder works very well with parents and is clearly aware of the benefits of working with others to support children's continuity of care and learning. Parents receive good quality information about the way the childminder works through informative policies. They also receive plenty of information about their children's care and daily activities. Partnerships with parents and external agencies increasingly contribute to meeting children's needs and securing the support they need. The childminder keeps informed about the learning plans for those who attend nursery, which enables her to provide a complementary service to support children and families. For instance, a child who is nearly four-years-old clearly explains how they went on a listening walk around nursery and at the childminder's house, the child made and coloured pink some 'listening ears' and wore these to hear birds in the garden.

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	EY465764
Local authority	Warrington
Inspection number	931918
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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