

Inspection date	03/02/2014
Previous inspection date	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 ensures that children are safe within her home and on outings through the use of effective risk assessments and a secure knowledge of safeguarding children.
- Children receive the individualised support they need because the childminder works effectively in partnership with parents.

It is not yet outstanding because

- There is scope to develop children's understanding of how things grow and change over time. For example, by providing children with opportunities to grow different foods.
- There is scope for the childminder to use the community to extend children's understanding of their local environment and the world around them.

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 compulsory part 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 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her one adult child and her 16-year-old child in a house in Cheadle area of Stockport. The ground floor of the house and the rear garden are used for childminding and there are toilet facilities are on the first floor.

The childminder visits the shops and park. She drops off and collects children from the local schools. There is currently one child on roll in the early years age group who attends for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the local authority network. The childminder holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- extend the opportunities available to children to grow fruits and vegetables, in order to support their understanding of growth and caring for things
- enhance children's understanding of the world further, for example, by visiting different parts of the local community, such as libraries, post offices and travel agents.

Inspection judgements

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

The childminder has high expectations of children and is well informed about their skills through a variety of assessments. Prior to children starting at the setting, she gathers a range of information from parents, which allows them to discuss children's development and skills in the home. She continuously assesses children's abilities and notes their interests and development. As a result, planning is precise, meets children's emerging needs and children make good progress. The childminder shares children's progress with parents daily through verbal feedback and creates an educational plan. Also, she meets with parents to discuss, in order to allow them to continue their child's learning at home.

The childminder has a good understanding of the Early Years Foundation Stage and uses this knowledge to plan activities, which create valuable learning opportunities. Children are active learners, they access resources with confidence and freely make their needs known to which the childminder responds by following their lead and extending their learning. For example, children are playing and exploring foam. The childminder suggests they add

paint to the mix and asks them to think about what will happen. Children then continue this concept by mixing colours together and discovering the new colours that are made. The childminder supports children's communication and language development because she asks them open-ended questions throughout the activity and introduces new words to which children respond positively. This gives children the key skills they need for their next stage in learning, including school.

The childminder reads stories with the children and has created a reading area where they can access a range of books and develop their early reading skills. Children enjoy listening to stories about animals, which supports their understanding of the world. However, there is scope to extend children's understanding of the local environment by visiting places in the community. Children use torches and cameras to support their understanding of cause and effect. The childminder has created a mud pit for the children in the garden where they can explore and investigate. There is room to extend this further by giving children the opportunity to grow fruits and vegetables, so they can begin to understand the lifecycle and what plants need to live.

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

The childminder knows the children well. She bonds with them and they feel safe and secure in her environment. Through her deep understanding of their starting points, taken from parents, she can settle children quickly and encourage them to be confident and safe in the knowledge that she will support them. The childminder respects children's views and values their opinions as she consistently offers them choices. For example, children choose whether they want to prepare their own lunch and which activities they want to engage in. Children form secure attachments with the childminder and interact with her confidently and affectionately. The childminder promotes children's emotional well-being to ensure that they are well prepared when the time comes for them to move onto school.

The childminder has clear expectations and praises children's positive behaviour and therefore, they behave very well. She ensures she is always close to the children to ensure good supervision and for their safety. The childminder undertakes a risk assessment of her home and of outings. She puts effective measures in place to minimise any potential hazards. The childminder supports children's understanding of how to keep themselves safe. For example, as children are walking down the stairs, the childminder reminds them to be careful. The childminder provides a wide range of toys that are well organised and arranged in such a way that interests the children. This layout enables all children to make choices in their learning, which supports them to be independent.

The childminder teaches children how to be healthy through talking to them about the importance of washing their hands describing how this will get rid of the germs. Children manage their own personal needs well by washing their hands after painting and using the bathroom independently. The childminder provides children with healthy snacks and freshly cooked meals, which they can help to prepare and this supports their understanding of a healthy lifestyle. Children access the outdoor area whenever they choose, which means that they have regular access to fresh air.

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

The childminder is fully aware of her responsibilities to safeguard children. She is trained and knowledgeable about the procedures to take, should she have concerns about any children. As a result, children are helped to be kept safe from harm or abuse. Robust risk assessments are reviewed regularly to ensure all areas are safe for children to play. She initiates fire evacuation procedures regularly and ensures that different children take part. She monitors this closely, meaning that all children learn about the importance of leaving the house in the event of a fire.

The childminder ensures that her planning, observations and assessments meet children's individual interests. She monitors their development regularly and completes summative assessments, which she shares with parents. Consequently, it is clear how well children are progressing towards the early learning goals and any gaps in learning are easily identifiable. The childminder holds Qualified Teacher Status, which gives her a very good understanding of how children learn. She is committed to attending training, in order to keep herself up to date. For example, following a recent course, she developed a cosy reading area for the children to access whenever they wish, in order to develop their communication skills.

The childminder reflects on her practice, the environment and her resources continually. She is fully aware of her strengths and areas to improve. She strives to provide the best she can for children, using her improvement plan to help her achieve this. The childminder is proactive in working with other settings the children also attend, through daily verbal feedback about their progress and next steps, which ensures children's needs are met. The childminder acknowledges the importance of building close partnerships with parents. She has effective relationships with them and they share information, so that children's needs can be personalised. This ensures that learning and development is as successful as possible.

The Childcare Register

The requirements for the compulsory 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	EY465523
Local authority	Stockport
Inspection number	933311
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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