

Inspection date

Previous inspection date

10/02/2014

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

- Teaching is rooted in the childminder's secure knowledge and understanding of the Early years Foundation Stage and how children learn. She makes the most of every opportunity to promote children's learning through play and challenging activities. As a result, children make consistently good progress in relation to their starting points.
- Children feel safe and secure and develop strong, emotional attachments with the childminder, who provides a caring and loving environment, which effectively promotes their all-round well-being.
- The arrangements for safeguarding children are well-established and detailed policies and procedures are consistently implemented to ensure their safety.
- Systems for self-evaluation are rigorous and areas for development are consistently targeted, so that the childminder continues to improve learning outcomes for all children.

It is not yet outstanding because

- There are some missed opportunities to extend children's knowledge and understanding across all areas of learning, through highly effective use of an extensive range of resources in the outdoor environment.
- The stimulating and exciting indoor environment is not yet fully resourced with an extensive range of materials and open-ended resources to further enhance children's very good exploratory and investigation 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 children's activities in the main lounge and dining area.
- The inspector looked at various documents, including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector checked evidence of the suitability of the childminder and discussed the self-evaluation process.
- The inspector took account of the views of a parent spoken to on the day of the inspection and from written statements.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged seven years and 17 months in the Cheadle Heath area of Stockport, Cheshire, close to shops, schools and public transport links. The whole of the ground floor is used for childminding purposes. Children also use the bathroom on the first floor. There is an enclosed rear garden available for outdoor play.

The childminder takes children to groups and local parks on a regular basis. She provides care Monday to Friday, from 7.30am to 5.30pm, all year round with the exception of personal and public holidays.

There is currently one child on roll, who is within the early years age range and attends on a part-time basis, term time only. The childminder 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:

- extend the very good opportunities for children to use the outdoor environment to promote the seven areas of learning in a wide range of contexts, such as, making marks, risk taking and exploring nature
- enhance opportunities for children to further extend their good exploratory and imaginative skills, for example, by providing an extensive range of materials and open-ended resources that can be used in different ways, such as, large pieces of fabric, cardboard boxes, clothes horses, pegs and blankets to make dens.

Inspection judgements

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

Children are eager and motivated to learn in this good quality provision. Their learning and development is significantly enhanced by the childminder, who has a very good understanding of how to capture children's interest and fully recognises that children learn through play. Teaching is consistently strong and rooted in the childminder's secure knowledge of the Early Years Foundation Stage. Furthermore, she carefully plans challenging, exciting activities based on children's developmental needs, which results in children making good progress in relation to their starting points. For example, babies have a wonderful time as they delve into trays of cooked spaghetti and demonstrate their delight as they squeeze it through their fingers and put it in their mouth. Consequently,

they consistently demonstrate the characteristics of effective learning and as they use their senses to explore and investigate texture and taste. The childminder offers children a challenging and stimulating indoor environment and her genuine enthusiasm and excitement are imitated by children. However, the stimulating outdoor environment is not yet as well-resourced or organised as highly effectively to promote children's development across all seven areas of learning.

The indoor environment is stimulating and well-organised to promote children's natural curiosity and develop their independence skills. For example, toys and resources are stored in attractive baskets located on the floor to enable babies and children to self-select resources and choose what they want to do. Babies have access to treasure baskets, which are filled with an array of materials and objects, such as, metal containers, sponges, loofahs, scourers and bottles filled with beads and pasta. This effectively supports their learning as they develop their naturally strong exploratory impulse. However, the environment is not yet extensively resourced with flexible materials that can be used in different ways, to enhance their already good exploratory skills even further. Children develop good social skills because the childminder teaches them to cooperate, share, take turns and negotiate as they play. Their learning is further extended as they visit local groups and places of interest when they learn to socialise with children and adults away from the childminder's home. The childminder places a strong focus on the development of children's communication and language skills. She intuitively tunes into the individual sounds, facial expressions and gestures babies use to communicate. The childminder skilfully provides a running commentary to describe what children are doing, introduces new words to extend their vocabulary and effectively uses stories, songs and rhymes to enhance their attention and listening skills. Children are provided with a wide range of resources to develop their large muscle control and coordination as they have opportunities to ride cars and bicycles, climb, use the slide and negotiate stairs and steps. Babies have the space and freedom to move, crawl, reach, stretch and cruise along the furniture. Consequently, children successfully acquire the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school.

The accurate and precise observations and assessments of children ensure that their needs are clearly identified and this information is used to inform future planning. The childminder obtains detailed information from parents on entry about children's learning and development, favourite activities and individual interests. This information along with subsequent observations is used as an effective starting point to plan for children's next steps. Children's progress is effectively tracked through a continuous assessment of their achievements. This helps the childminder to support them to make good progress in their learning and development as their unique needs are recognised and planned for. In addition, the childminder can quickly identify any gaps in children's learning and seek external support and intervention if necessary. Children's learning records are maintained to a high standard and contain a wide range of information, including photographs, detailed observations and examples of their work. The childminder liaises very closely with the nursery which some children also attend. She shares two-way information with parents about their children's learning in the provision and at home through daily conversations, diaries and the text messaging service. This ensures that parents are kept fully informed of their children's progress; the childminder is able to build on children's learning at home and in addition, helps parents to continue to support their children's

learning.

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

The childminder is skilled and sensitive and supports children to form strong, secure emotional attachments, which provide a firm foundation upon which to develop their personal, social and emotional skills. The sensitive, caring interaction between the childminder and children ensures that all children form positive and trusting relationships. The childminder provides opportunities for children to make choices in their activities but also, very importantly, provides a familiar routine which promotes their emotional security. She gathers detailed information about children's likes, dislikes and comforters from parents on entry to the provision. As a result, children settle well and demonstrate that they are happy and feel safe and secure in the childminder's home. For example, babies hold out their arms to the childminder when they arrive, which demonstrates the close emotional attachment they have with her. Children develop good self-help skills because the childminder teaches them to adopt a 'can do' attitude and encourages them to do things for themselves whenever possible. She uses positive praise and encouragement to help them persevere with tasks, which successfully supports them in readiness for their future learning and eventually, school.

The childminder has a detailed behaviour management policy in place and provides clear and consistent boundaries to help children learn to manage their own feelings and behaviour. She is fully aware of the need to manage behaviour at an appropriate level that is relevant to individual children's ages and stages of development and their level of understanding. She uses distraction techniques, talks calmly to children and offers alternative resources and activities to effectively manage any minor behavioural issues. The childminder effectively helps children to begin to be aware of their own safety. For example, she fastens babies into highchairs and prams and sets a good example by tidying up resources so that children do not trip over them. The childminder teaches children to be aware of the importance of healthy eating as she provides them with nutritious snacks and encourages them to try new foods and textures. Children have daily access to outdoor play to enjoy regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. The childminder role models good hygiene practices and uses songs and rhymes to support children to understand the importance of washing their hands before eating and after using the bathroom. Babies are provided with individual face clothes to reduce the risk of cross-contamination. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

The arrangements for supporting children as they move from home to the provision are carefully planned with parents, to meet each child's individual needs. Through close links with parents, changes are discussed and plans updated to reflect the alterations in the child's overall development. As a result, children very quickly adapt to the environment and daily routines. Children engage in challenging and motivating tasks and develop a good level of emotional security. This means they can make the best of all activities in preparation for the next stage in their learning.

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

The childminder has a very good knowledge and understanding of how to protect and safeguard all children and has undertaken intensive safeguarding training to strengthen her knowledge and skills. She is fully aware of the signs and symptoms of abuse, what to do and who to contact if there are any child protection concerns. Parents receive a copy of the safeguarding policy and are informed of the procedure to follow should they have any concerns about the childminder or her associates. The childminder has a comprehensive set of detailed policies and procedures, which are followed meticulously. Children's safety is further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environment. Furthermore, the vigilance of the childminder, consistent supervision of children and security systems, such as locks on doors, mean that children can learn and play in a safe environment. As a result, children's safety is effectively promoted.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a comprehensive understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. Observations and assessments are accurate and precise and effectively demonstrate children's current learning and development and clearly identify targets for children's next steps in learning. The childminder consistently monitors her routines and planning, in order to meet children's learning needs through a wealth of stimulating and challenging experiences and activities. She oversees the educational programme and ensures it is effective, so that children have access to a broad and balanced curriculum. The childminder monitors observations and assessments and reviews children's development records to ensure they accurately reflect children's learning and progress. The childminder is passionate and committed to her work with children and this is reflected in her enthusiasm and the enjoyment she demonstrates when interacting and playing with children.

The childminder accurately identifies the strengths and areas for development of the provision and her practice through the highly effective self-evaluation process. She observes babies to evaluate the success of activities, resources and the environment and makes changes to meet their needs. The views of parents are gathered through informal daily discussions and written feedback questionnaires, which are listened and responded to. The childminder is proactive at seeking support and advice to help her to improve the service she provides and learning outcomes for children. For example, she attends the local childminding group where she shares good practice with more experienced childminders. The knowledge the childminder gains from a wide range of professional development training courses is effectively translated into practice, which results in the significant improvement of learning outcomes for children. The childminder has a secure understanding that working very closely with parents has a positive impact on children's

learning and development. Children's learning records are shared with them and they access a broad range of information in the form of daily verbal communication, displays, newsletters and photographs. The childminder has not yet had reason to make links with other early years settings or external agencies. However, she is fully aware of the importance of working in partnership to provide consistency and continuity of care and learning and effectively support children with the transition process. Parents are highly complimentary about the childminder and the service she provides. They state that she is friendly and approachable, they are pleased with the progress children make and that they are fully informed of their learning and progress. They say that children develop 'close, emotional attachments with the childminder' and they 'can leave them with confidence, knowing they are happy, safe and secure in her 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	EY464008
Local authority	Stockport
Inspection number	932133
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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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