

Inspection date

Previous inspection date

12/02/2014

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's teaching is good, she uses a wide range of ways to make learning fun. Through incorporating children's interests into activities in a fluid way, she makes learning relevant to them and addresses the next steps in their learning effectively. Activities are well planned and provide challenge to children, which helps them to make very good progress.
- The childminder builds strong relationships with the children. This supports their independence and confidence to 'have a go' at activities in unfamiliar situations or activities, which stretch their abilities.
- Partnerships with parents are strong, they are well informed about their children's progress and make a positive contribution to assessments, which informs the planning of activities to help children's development.
- The childminder is very well organised, she exceeds requirements with regard to the documentation she keeps. This, along with a commitment to continual professional development, has a positive effect on the quality of the environment, her understanding of safeguarding issues and the learning activities she provides for children.

It is not yet outstanding because

- There is scope to further develop children's understanding of hygiene issues, to ensure they have a growing understanding of how to keep themselves healthy.

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 main downstairs rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector took account of the provider's self-evaluation and improvement plan.

Inspector

Sarah Rhodes

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 husband and three children aged four, five and 13-years-old in Crewe, Cheshire. The whole of the ground floor of the childminder's house is used for childminding and the bathroom and back bedroom on the first floor. There is an enclosed rear patio area for outdoor play. The family has two guinea pigs as pets.

The childminder attends a toddler group and activities at the local play centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll; this child is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop clearer connections between hygiene practices, such as hand washing and teeth cleaning and the reasons why they are important, to extend children's understanding of how to keep themselves healthy.

Inspection judgements

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

The childminder's teaching is good and has a significant positive effect on the progress children are making in their learning. She successfully uses her detailed knowledge of children's abilities and interests to weave challenging activities into their day. This means that children's next steps in learning are addressed through fun activities, which capture their imagination and fire their curiosity. For example, children's interests in numbers is reinforced by counting to three as part of a jumping game. This is extended by playing with a hop scotch mat, where children can match the spoken number to its written form. The childminder is particularly skilful in adapting her activities to take advantage of incidental learning opportunities. For example, when a child notices that a number '3' is similar to a 'W' when laid on its side, the childminder reinforces the child's learning by using a phonics recording to have fun with letter sounds. The child's understanding of the letter 'W', as well as their knowledge of the world, is further extended and developed by talking about 'wind' and 'wellington' boots when they complete the weather board.

The childminder's documentation provides a good record of children's learning as part of her assessment of their progress. She undertakes short observations of children's play and

analyses these to identify ways in which her teaching can move children's learning on. The more detailed record of children's progress for the progress check at age two years, ensures parents and other professionals have a good understanding of children's abilities. She gathers information from parents about the child's abilities, likes, dislikes and family structures at the start of the placement. This is repeated periodically throughout their time with her, through a parent questionnaire. She also gives parents suggestions about how they can support their child's learning. For example, reinforcing children's understanding of shapes by going on a shape hunt around the home or when on a walk, rather than as a pressurised 'test'.

Children are making good progress in all areas of learning because the childminder has high expectation of what they can achieve. Routine activities, such as snack time, are developed into exciting learning opportunities. For example, young children are thrilled to take their bag and pretend money to the childminder's 'shop' where they buy their fruit and drink. This allows them to use their imagination and count out the two or three golden pennies they need for each item. They are enthusiastic about making shop signs themselves to extend the game further and enjoy the chance to make marks as part of an attempt to write. The confidence they gain in their literacy skills is very beneficial as they develop in readiness for the next stage in their learning, such as school. A wide range of craft activities provide children with lots of opportunities to express themselves and develop their physical abilities to handle tools. They use their imagination to recreate everyday situations with the role play equipment and small world models.

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

The childminder builds strong relationships with the children and their parents, getting to know them very well. She is aware that the strong bond she has with the children allows them to feel confident in unfamiliar situations and supports their emotional well-being. This assists their ability to join in with activities at local community groups. Attending these sessions provides opportunities for children to meet up with larger groups and develops their social skills. This supports children's preparation for transition to school when the time comes.

The childminder has also introduced clear routines and provides snacks and light meals, which are freshly prepared and include a wide range of fruits and vegetables. Children are, therefore, well supported to start to think about what would be a healthy diet as part of a healthy lifestyle. Mealtimes are happy social occasions where children enjoy practising their self-care skills and use appropriate hygiene practices. However, they are less clear about why they wash their hands or clean their teeth, which means that their understanding of how to keep themselves healthy is not fully extended. They have regular access to the garden and local parks. They are, therefore, well supported to develop an understanding of the importance of exercise as part of a healthy lifestyle.

The childminder manages the children's behaviour in a very positive way, praising the children, using distraction and keeping them well occupied. She plans activities which support children to learn to share and take turns. This allows young children to develop an understanding of other people's feelings and what is acceptable behaviour. Children are

encouraged to become more independent with regard to their self-care skills, such as using the toilet or selecting their snack, in preparation for the transition to nursery or school. Children start to understand about safety issues as they discuss what they would do in an emergency and listen to what the smoke alarms sounds like.

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

Children are safeguarded well because the childminder has a clear understanding of the signs that may cause her concern. She fully understands the importance of her role in protecting children of the importance of keeping clear records of any concerns she may have and quickly accessing help and advice should that become necessary. The childminder undertakes risk assessments for the home and outings and is aware of the supervision requirements of younger children both when inside and on trips off site. The building and garden are secure. This helps to ensure children are protected from harm.

The childminder is well organised and has ensured she complies with all aspects of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has carefully recorded children's progress for the progress check at age two years. The childminder is continually reflecting on her provision to see how she can make activities which support learning and her teaching, better for the children she cares for. She has completed a self-evaluation form and obtained information about parents' views of her service through distributing a questionnaire. The childminder demonstrates a strong commitment to developing her own skills. She takes the initiative in sourcing relevant training, for example, safeguarding training and training on supporting children's learning and development. This has a positive effect on the childminder's knowledge and the services she provides for families.

The childminder is proactive in building good partnerships with parents. They are encouraged to provide information about their child, which helps the childminder ensure continuity in the children's care between the home and the setting. Written policies are shared with all parents, which gives them a further insight into how their child's care is organised. The childminder is aware of the benefits of working with other providers where children attend more than one provision to inform the planning of appropriate activities. She understands the importance of forming links with other provisions and professionals to ensure a coordinated service for any children she cares for in the future with special educational needs and/or disabilities. This ensures that no child is disadvantaged and all children have their needs met appropriately.

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	EY466801
Local authority	Cheshire East
Inspection number	932631
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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