

<b>Inspection date</b>	17/02/2014
Previous inspection date	25/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 quality of teaching and learning is good because the childminder uses a range of teaching methods which help children engage with suitably challenging activities.
- Leadership and management is strong and effective as there is a good level of understanding and a high level of commitment to the quality of the provision.
- Safeguarding is purposeful and effective because the childminder is aware of what she needs to do to keep children safe.
- Parents are kept well informed, and supported to be involved in their children's learning. As a result, children settle in well and their emotional well-being is strong.

#### **It is not yet outstanding because**

- There is scope to further develop the range and variety of activities with which children engage outdoors to enhance their learning even further.
- There are fewer opportunities taken to share information about children with other provision which children also attend, to support continuity of care and learning experiences.

## 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 made a visual tour of the premises and carried out a joint observation with the childminder during the mid-morning.
- The inspector looked at a selection of policies, documents and children's records, checked the childminder's suitability and qualification and took account of the arrangements for self-evaluation.

## Inspector

Terence Gould

## Full report

### Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary and parts of the Childcare Register. She lives with her husband, adult daughter and grandson in the Handbridge area of Chester. The whole of the ground floor is used for childminding purposes. There is a rear enclosed yard available for outside play. The childminder takes and collects children from the local school and nursery.

There are currently 14 children attending, of these; seven are within the early years age range. All the children attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. The childminder has a childcare qualification at level 2.

### What the setting needs to do to improve further

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

- provide a wider range and variety of activities for children to engage with outdoors so as to support improved outcomes in their learning and development
- take up more frequent opportunities to share information about children with other provision which these children also attend so as to improve planning the next steps in their learning.

## Inspection judgements

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

The children benefit from a well-organised childminder who has made significant progress since her last inspection in her ability to observe children's abilities and use this to plan for their future learning. Her teaching is good and based on her detailed understanding of each child's development. She is skilful in ensuring activities provide a suitable level of challenge to help children make good progress and she is very responsive to their interests. For example, children's interests in role play are supported by play with a cafe. The childminder gathers information from parents about the child's abilities, likes, dislikes and family structures when they first join her. She keep parents well informed about the activities with which their child engages, the food they eat and the progress they make.

The childminder carefully plans for the next steps in children's learning and development. Children are all making very good progress in their language and communication skills because the childminder is aware of the support they need to develop this. Children

develop their knowledge of writing as a result of appropriate modelling from the childminder and through meaningful independent opportunities in activities, such as role play and writing to Santa. The confidence they gain in their literacy skills is beneficial as they develop in readiness for the next stage in their learning, such as moving on to school. Children also use mathematical language as they take part in creative activities, such as, with dough, or when playing with water as they hear and experience terms, such as, full, empty, heavy and light. The progress children make within the prime areas ensures that they have the necessary skills needed for the next steps in their learning and progression onto school.

Children's understanding of the world is developed through links with the local community, celebrations of festivals and walks to the local park. However, there is scope to further develop and extend the range and variety of activities children engage with outdoors, such as those which support children's understanding of mathematical concepts. A range of expressive arts activities, such as, music and dance and play with malleable materials provide children with plentiful opportunities to express themselves and develop their physical abilities to handle tools. They use their imagination to recreate everyday situations with role-play resources and equipment and small world models.

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

The childminder builds effective relationships with the children and their parents, getting to know them very well. She responds quickly to their emotional and physical needs and this produces a strong bond, which allows children to settle, try new experiences and develop their abilities. The childminder has developed clear routines, which means all children understand about mealtimes and rest times. Consequently, children's well-being is well supported because their physical requirements for food and rest are addressed and this allows them to be ready for active play and learning. The meals are provided by parents and the childminder encourages children to try a range of fruits. They have regular access to the rear yard, the local park and play area. As a result of this children are well supported to develop an understanding of the importance of regular exercise and a healthy lifestyle.

The childminder manages the children's behaviour through setting clear house rules and praises the children when they demonstrate positive behaviours. She plans a range and variety of activities, which support children to learn to share and take turns. This allows children to develop an understanding of other people's feelings and what is acceptable behaviour.

Children are encouraged to be independent with regard to their self-care skills, such as putting on shoes and coats, in preparation for the transition to nursery or school. The childminder is very aware that she plays an important role in the emotional support for children. She walks with them to take and collect children from school and understands that such experiences help children prepare for starting school at a later point by familiarising them with routines and environments. Children are supported to start to understand about safety issues as they take walks into the community, cross roads and

engage in adventure play in the local activity area.

### **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, the importance of keeping clear records of any concerns she may have and quickly accessing help and advice should that become necessary. She 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 yard areas are secure. The childminder is aware of areas where she needs to take extra care, such as encouraging children not to put small building bricks in their mouths, explaining that it may cause them to choke. 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 Early Years Foundation Stage. She is aware of the need to record children's progress for the progress check at age two. The childminder is continually monitoring and reflecting on her provision to see how she can make activities, which support children's learning and her teaching, better for the children for whom she cares for. She has completed a self-evaluation form. The childminder demonstrates a commitment to developing her own skills. This has a positive effect on her own knowledge and the service she provides for children and their families.

The childminder is proactive in building good partnerships with parents. Parents 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 shares some information about children with other settings they also attend. However, there is scope to extend this to include more regular information gathering and sharing to further enhance the planning process and continuity for children attending more than one setting. The childminder understands the importance of developing 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 she recognises will ensure that no child is disadvantaged and all children have their needs met consistently and appropriately.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	304358
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	876730
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/01/2011
<b>Telephone number</b>	

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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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