

Inspection date	14/02/2014
Previous inspection date	11/05/2011

The quality and standards of the early years provision	This inspection:	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

- Children have good opportunities to make safe and independent choices in their play, both indoors and outdoors. Therefore, they are happy, enthusiastic and motivated learners.
- Strong relationships with parents and good information sharing with them results in the childminder having a thorough understanding of children's needs.
- A comprehensive range of policies and procedures have been developed and implemented by the childminder. This effectively promotes the health, safety and well-being of the children in her care.
- The childminder has a good understanding of the needs of children. This includes how to provide stimulating activities and organise a wide range of visits to promote children's learning.

It is not yet outstanding because

- Monitoring of children's progress is not yet fully embedded, to ensure that teaching and the educational programme continue to accurately match children's changing learning needs.

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 and accompanying inspector, spoke with the childminder and children at appropriate times throughout the inspection and made observations of children present.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability, and training and sampled a selection of policies, documentation and children's records.
- The inspector took account of parents' views provided through references and comments in their children's records and by speaking to them on the day.

Inspector

Ron Goldsmith

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Leftwich, Cheshire. The whole of the ground floor of the property is used for childminding, along with an upstairs bedroom for children to sleep in. A fully enclosed rear garden is available for outside play. The family has a pet dog.

The childminder collects children from the local schools and pre-schools. She is currently minding five children, all of whom are in the early years age group and attend for a variety of sessions. She also offers care to children aged over five years. The childminder attends a local carer and toddler group on a regular basis. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- consolidate the process to monitor and track the progress of children, so that both teaching and the educational programme can continue to be adapted and specifically tailored to each child's changing learning needs and interests.

Inspection judgements

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

Children are happy, settled and content in this homely and welcoming environment. Teaching is good because the childminder knows and understands children well and provides activities and resources which interest and stimulate them. The childminder has a good understanding of how children learn and actively participates in children's play. For example, she sits at the small table to ensure she is at their level to encourage them to be involved and engaged with her and the activities provided. Effective observation, planning and assessment systems ensure that children take part in a range of activities that cover the seven areas of learning. As a result, children make good individual progress in relation to their starting points and acquire a range of skills to support their future learning. The childminder is completing the progress check at age two and has implemented a written summary of children's progress in the prime areas of learning, which is effectively shared with parents. Tracking accurately monitors the developmental progress children are making. However, this has been introduced fairly recently and the childminder needs to ensure she further embeds the process into her practice to ensure that teaching continues to match children's changing learning needs.

Children's personal, social and emotional development is promoted well as they benefit from the positive interaction they receive from the childminder. When making their own dough, the childminder skilfully involves all of the children with something they are able to do, relative to their age and understanding. For example, children pour and measure quantities of flour, salt, oil and paint. They realise the importance of taking turns and sharing. When the dough is made they roll, cut and shape it to produce something they are proud to show to adults in the room. Children develop early communication and language skills by saying words in response to the childminder's smiles, encouragement and positive praise. The childminder talks with the children to model language and introduce new words. For example, as a child pretends to telephone her parents, the childminder enthusiastically joins in the play and participates in the telephone conversation. This helps to sustain interest and build upon the child's vocabulary. The childminder further promotes learning and development using a range of number rhymes and favourite songs. Consequently, this helps children to understand number and mathematical language. They enthusiastically join in a musical activity by bashing drums, blowing a recorder or shaking bells. This enjoyment and eagerness to take part in activities means children are well-motivated to learn in all areas of the educational programme. Furthermore, the childminder provides a range of multicultural resources, for example, through sharing books and positive images, which help children to value diversity and learn about the wider world.

Children enjoy visits to the local parks, shops and playgroups, further extending opportunities for learning, including physical development activities. Photographs show them playing in the snow or exploring the garden with a magnifying glass. Parents contribute to initial assessments of children's starting points on entry and their views are recorded in children's learning journals. Regular opportunities are provided for parents to review their children's progress, in partnership with the childminder and other settings, which children attend. This shared approach to children's learning and development, contributes to the good progress children make and demonstrates a continuity of learning between home and the provision and helps to prepare children well for school.

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

Children display a strong sense of belonging in the childminder's welcoming home. They enjoy warm relationships with the childminder and this means their emotional well-being and personal and social skills are effectively promoted. Settling-in procedures are good and promote a smooth transition for children from their home to the childminder's care and they become familiar with her as their key person. There are strong partnerships with parents from whom she gathers good information to ensure their child's needs are met. The childminder has a very calm and consistent manner when caring for children and their behaviour is good. She talks to children constantly and uses lots of praise and encouragement. As a result, children develop high levels of self-esteem and feel confident in her care. If they are distressed she offers cuddles and sensitive words to make them feel secure. The childminder strongly reinforces the need to share and be kind to each other, for example, by making sure they include each other in their play.

Children learn how to keep themselves safe and to recognise danger. For example, the

childminder talks to them about why they should be careful about how they sit on chairs and what the consequences might be if they are not, to develop their understanding. The childminder is supporting children's learning and development well because she provides a stimulating learning environment to support their all-round development and emotional well-being. A wide range of resources are available in the separate playroom and children make their own choices about what they want to play with. This helps to develop their independence. There are also some natural resources that stimulate the senses of younger children.

Activities are planned both in the home and outside for children to develop their physical skills. They visit parks and use large play equipment to further challenge their developing skills. Children develop a good understanding of hygiene routines as the childminder talks to them about the need to be clean. In preparing children for the transition to school the childminder ensures that children are confident in being around large groups of children by attending activities where there are other children. This helps children learn about the local community and refines and enhances their social skills. The childminder is aware of the need to establish links with local nurseries and schools in order to promote continuity of care and learning experiences.

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

Children's safety is given a high priority in this setting. The childminder has attended local authority safeguarding training and has implemented robust policies and procedures for safeguarding children. Consequently, the childminder has a good understanding of what to do if she has any concerns about a child in her care. In addition, the childminder holds a current paediatric first-aid certificate, which means that she can provide an immediate response if children have minor accidents. She follows agreed procedures if she needs to seek help in medical emergencies.

The childminder has responded very well to the actions made at the last inspection and has updated her knowledge and understanding of the Early Years Foundation Stage by attending training delivered by local training groups. This has improved her practice and she is aware of her strengths and areas for further development in her practice in order to help sustain continuous improvement. For example, she demonstrates a good understanding of the educational programmes to ensure that all areas of learning and development are fully implemented and has recently introduced the tracking and monitoring of the progress of individual children. As a result, she is able to target plans to ensure that individual children continue to make good progress in their learning and development. Robust risk assessments are in place and implemented, including specific risk assessments for outings and in the home.

The childminder effectively evaluates her provision and she seeks the views of parents to ensure that the children's needs are consistently met. Parents comment on the quality of information that is exchanged with them and the way in which the childminder has supported communication and language, and the personal, social and emotional needs of their children. Consequently, the good partnerships between parents and local schools

ensure there is effective communication and parents are kept fully informed of their children's needs and progress. The childminder is continuing to attend specific training events and childminder networks, which help to continue to develop her skills and impacts positively on the quality of care and learning provided to children.

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	402469
Local authority	Cheshire West and Chester
Inspection number	819266
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	11/05/2011
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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