

<b>Inspection date</b>	20/02/2014
Previous inspection date	16/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder provides ongoing support and praise to children as they play and explore. Therefore, children are confident to try out new skills.
- Children have opportunities to make independent choices from a wide range of easily accessible toys and resources. This helps children to make satisfactory progress across all seven areas of development.
- The children are welcomed into a warm and friendly home where they can enjoy their time with the childminder. They have built good relationships with her, which means they feel safe and secure.

### **It is not yet good because**

- Observation, assessments and planning is not rigorous enough to precisely identify the next steps in each child's learning and ensure they make good progress from their starting point.
- The quality of teaching is not effectively monitored to ensure rich learning experiences are provided for all children.
- Teaching lacks consistency and does not ensure children remain challenged. The childminder does not plan quality experiences based on children's interests.

## 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 childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the childminder's hardcopy self-evaluation form.

## Inspector

Debbie Ravenscroft

## Full report

### Information about the setting

The childminder was registered in 2006. She lives with her adult son in a house in Sandbach, Cheshire. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, both of whom are in the early years age group.

The whole of the ground floor is used for childminding including a rear garden for outside play. Children attend for varying days and times. The childminder is able to take and collect children from local schools and pre-schools. The childminder operates all year round from 7am to 6pm, on Tuesdays and Thursdays, except bank holidays and family holidays.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child to help children make the best possible progress in their learning and development
- ensure there is a balance of activities taking into account children's interests to provide a sufficiently challenging and engaging experience for all children.

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

- develop effective systems to monitor the quality of teaching and learning to ensure children are making good progress

## Inspection judgements

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

The quality of teaching is satisfactory. The childminder supports children sensitively and extends children's thinking through talking to them. For example, during a collage activity, the childminder listens carefully to a child talking about her picture and discusses with her the materials she requires to make a spider. Children enjoy dabbing colours onto paper to create patterns. The childminder talks to the older child about adding different materials to create the legs for the spider and shares her delight at the result. Her interaction and ability to listen sensitively to the child, means that communication is appropriately

supported in her provision. The childminder notices children's current interest. For example, she knows that a child is interested in birds. However, she does not exploit teaching opportunities to help the child learn about different birds and their habitat. On the whole, children are making satisfactory progress in their learning and development and are developing some appropriate skills for their next stage of learning, such as, nursery or school.

The childminder observes children and includes details in their individual scrapbooks, which contain attractive photographs of children engaging in planned activities. However, although the photographs are dated and annotated, they do not link to learning and children's next steps are not clearly identified. This means that the childminder does not effectively monitor and assess children's progress to see if they are working at expected level of achievement. The childminder is not yet secure in her knowledge of observation and assessment. Consequently, children's progress and next steps are not accurately reported on.

Parents are welcomed into the childminder's home and they are encouraged to provide information about their child. Partnerships with parents are well-established and the childminder ensures that she communicates with them on a daily basis regarding their child's activities.

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

The childminder shows genuine concern and warmth for the children she cares for, recognising when they are hungry and tired and she cuddles babies and young children affectionately. Young children show they are happy and secure in her care as they smile at her or look for reassurance. Consequently, this supports their emotional well-being and provides a solid foundation for their learning. The childminder is a good role model and knows the children in her care very well. Children are well-behaved and appear happy, comfortable and content in the childminder's care.

Children are given plenty of time to explore and investigate in their play, and become independent by choosing their own activities. They know they have support from the childminder when they need her. The indoor environment is suitably organised to promote the development of the children who attend. For example, the childminder rearranges the furniture to ensure the children have space to develop their physical muscle skills. Soft balls, dice and push along toys are provided to encourage and support crawling, cruising and early walking skills.

Children's good health is promoted as the childminder has a sound understanding of how to promote children's healthy development. She provides children with a range of balanced, nutritious snacks and meals and offers fresh water or milk to drink. Children enjoy plenty of opportunities to be outside and enjoy fresh air and physical activities. Walks to and from the local park on a regular basis also support children to become aware of a healthy lifestyle. The outside environment is organised to provide opportunities to promote fine and gross muscle development. There is a range of scooters, bicycles and

chalk all easily accessible. This promotes children's independence. Children are beginning to learn about managing their own safety under the supervision of the childminder. For example, a discussion takes place about how fast the children should go on the scooter down the path. They listen to the childminder and make their own decision based on previous experiences to ensure they are still able to challenge themselves but are not hurt. However, teaching is inconsistent as opportunities for exploration and discovery by the younger children are restricted as they are not allowed on the damp ground. Consequently, some aspects of learning are not as well-provided for.

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

The childminder has an appropriate understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. She understands the procedures to follow should she have concerns about a child and has a written safeguarding policy, which is shared with parents. All adults in the home have had thorough suitability checks completed, which means they are vetted appropriately and safe to be in the proximity of children. The childminder has a proactive approach to safety and all areas of the home and garden are risk assessed to ensure children can move around safely and in comfort.

The childminder has a satisfactory understanding of how children learn and uses relevant guidance documents to monitor children's progress. However, she is not fully confident in identifying whether children are working at expected levels of achievement in each area of learning and development. Consequently, assessment is not always completed accurately. In particular, planning challenging and exciting activities with identifiable next steps to progress learning is not thorough. This means a precise picture of children's progress cannot be provided.

The childminder shows a commitment to developing her provision and has started to complete a self-evaluation form to document this. This is still a work in progress so is not sufficiently robust to help identify key weaknesses or the strengths of the provision. The childminder has suitable partnerships with parents to ensure that they receive information about their child's activities. The childminder is committed to undertaking training to develop her knowledge and the quality of the provision. For example, she has undertaken further safeguarding training and is considering undertaking further qualifications to strengthen her understanding of the Early Years Foundation Stage and to develop the educational programmes offered.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY344116
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	878262
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/06/2010
<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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