

Inspection date

24/02/2014

Previous inspection date

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 successfully builds strong and supportive relationships with children and parents. Care practices are carefully planned to follow the children's home routines. This means that children settle quickly and their emotional needs are fully met.
- The childminder provides a richly resourced environment indoors and outdoors. Children are engaged in their play because the childminder uses opportunities to skilfully question them. Consequently, children are motivated and make good progress in their learning and development.
- Children with special educational needs and/or disabilities are well supported. The childminder is positive and encouraging and works well with parents and outside agencies to ensure that children's needs are fully met.

It is not yet outstanding because

- There is room to develop more opportunities at snack times to extend children's understanding about the importance of a healthy diet.
- There is scope to further expand opportunities to develop children's recognition of print indoors and outdoors to enhance their literacy development.

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 looked at children's learning files.
- The inspector observed a range of activities and care routines inside and outdoors.
- The inspector held discussions with the childminder at appropriate times.

Inspector

Vicky Orlando

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 two children aged 20 months and five years in Congleton, Cheshire. The whole ground floor of the house, two bedrooms on the first floor and the rear garden are used for childminding. The family has a cat and fish as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except 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:

- use opportunities at snack and meal times to develop children's awareness of healthy food and the importance of a healthy diet
- enhance children's enjoyment of literacy and their ability to recognise words and develop their phonic knowledge, for example, by displaying more print near to resources and the outdoor area.

Inspection judgements

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

The childminder provides a wide range of activities that foster children's curiosity and ensure that they gain a good range of skills to support their future learning and in preparation for starting school. When children are dropped off they are eager to enter and begin exploring the contents of large bowls on the floor that include natural objects, felt shapes and small toys that reflect diversity. For example, one child picks up a small figure of a person in a wheelchair. There are a variety of books and puzzles which are easily accessible for young children to select. Children are drawn to the home corner and look through the 'windows' and 'doors' that are cut out of large card to reveal a kitchen area and a variety of utensils to play with, including chopsticks.

The childminder engages the children with skilful questioning which extends their interest and promotes critical thinking. She successfully re-shapes the task of building blocks by asking questions that stimulate thoughts, and encourages children to try new things. For example, they build high towers and match shapes and colours. The childminder has a

good understanding of the Early Years Foundation Stage and plans activities in advance, taking into consideration the likes and interests of the children. She listens perceptively to children. For example, a child is offered her snack but does not wish to go back indoors. The childminder brings the snack and drink outdoors where she engages conversation regarding the sun and the planting seeds activity she has planned. Children are encouraged to choose their play. Their interests and wishes are heavily regarded and included within planning activities that they thoroughly enjoy.

The childminder makes regular observations of children and records this in detailed 'learning journey' files. Photographs are used well to illustrate children's progress and 'wow' moments. Planning for children's next steps in learning are thorough and supported by the Early Years Outcomes document so that she is planning to extend children's learning. The childminder gathers information about children's starting points from family and any outside agencies that she works alongside. She is quick to identify and respond to children's needs. Children who have attended the provision for a short period have made good progress in their development. Children's learning is promoted further by the activity bags the childminder makes and sends home weekly. Parents are informed of the contents and what the childminder would like the child and parent to do together. The childminder is proactive in supporting parents to become involved in their child's learning. She gives parents monthly newsletters and exceeds her role as a childminder. For example, she provides written recipes for parents who wish to produce nutritious meals similar to those that she provides. She works flexibly to meet the variety of needs that children and parents have.

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

A key strength of the childminder is her ability to identify and quickly meet children's emotional needs. Young children have formed secure attachments, which supports their well-being and independence. Young children who are, on entry, anxious to leave the childminder's close proximity now independently explore their surroundings, reassured that she is nearby. She consistently prompts questions relating to the children's choice of objects or activities. This in turn reassures young children and encourages characteristics of effective learning. Children feel safe and secure with the childminder and are developing an understanding of risk through their play outdoors. The childminder offers gentle reminders to use equipment safely, for example, 'climb out of the door, not the window' as a young child smiles and pokes her head out of the large toy car window.

The childminder provides a high quality range of snacks and home-cooked meals for children. She fosters skills of independence as she involves the children in the preparation of food. However, there is scope to further develop young children's understanding of the importance of a healthy diet and discussion about where food comes from. Children develop further skills of independence as the childminder gently encourages them to zip up their coats before outdoor play. She playfully suggests 'I will hold it, you zip it up'. Children smile when they achieve a new skill and receive praise. The childminder has high expectations and motivates children to 'have a go'. This builds on children's confidence and self-esteem.

The childminder provides a richly resourced environment inside and outdoors. Children walk from the living room area into the kitchen area which has large mats on the floor and trays of natural materials, such as pasta and leaves, that attract the attention and curiosity of children. The outdoor area provides a variety of exciting activities, such as a tray of shaving foam and utensils. The childminder planted seeds in pots with children, who were encouraged to scoop soil and plant different vegetables. Children relish the opportunity to develop physical skills of crawling through tunnels on the grass and climbing slides and a variety of large toddler equipment. Almost complete is an impressive summer house, furnished with comfortable sofas that the childminder plans to use for story times and shelter on hotter days. Although there are a wealth of experiences available, there is scope to provide more print that can be seen and encourage children to recognise words in order to maximise their enjoyment of literacy.

Children are emotionally prepared for transitions to other settings. For example, the childminder attends toddler groups and runs a creche. Her work with other settings has encouraged children to interact with others and develop social skills. She is building networks with the local school to ensure that when the time comes, children are emotionally ready for the move to school. She plans to visit schools and implement activities related to a school routine.

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

Children's safety and well-being are promoted well through the childminder's good level of understanding of how to keep children safe. She keeps detailed records of fire drills and a file of policies and procedures that is shared with parents within a welcome pack on entry. Visitors are verified and requested to sign in and out of the premises. The childminder has a good understanding of safeguarding and is aware of how to report a significant safeguarding issue. Daily risk assessments are implemented and a daily register of children's attendance is taken. Children are provided with high-visibility jackets for outings and walks in the local parks to maintain their safety at all times.

The childminder works effectively with outside agencies and other providers. She has a network of other childminders that meet and share good practice. She has links with the local children's centre and works closely with social services and speech therapists. The childminder communicates well with other professionals, and consequently this makes a strong contribution to meeting all children's needs. Appropriate interventions have swiftly been put in place that have resulted in children settling quickly and making good progress in a short space of time. The childminder is highly organised and takes pride in ensuring she fully complies with all aspects of the learning and welfare requirements of the Early Years Foundation Stage and goes beyond of what is expected in her role as a childminder.

The childminder's aim at all times is to meet the diverse needs of families and children, and she strives to improve her provision and professional development. She demonstrates a strong commitment to developing her own skills. She has completed a number of training courses and plans to refresh her knowledge in some areas. Her goal is to begin studying at level 4 so that she can further enhance her knowledge and practice and

continually improve standards. The childminder is methodical in her approach to planning, which means the environment for the children is highly supportive of their learning and welfare needs, and she is planning to implement the progress check at age two in the near future. Continual reflection of her practice and an effective self-evaluation process demonstrate clear improvement plans. The childminder welcomes the support of a local authority development worker as a source of information and discusses good practice to ensure a continuing of high standards in her provision. This supports her in maintaining the learning and development requirements for children.

The childminder is proactive in building relationships with parents. Good communication is established through settling-in procedures, verbal feedback and daily diaries. Display boards indicate current topics the childminder is covering and activities taking place each day, along with the register board that children attach their names to when they arrive. This supports children to feel valued at all times in the childminder's care. She understands the importance of forming links with other professionals in order to ensure a coordinated service for children with special educational needs and/or disabilities, so that they too make good progress. The childminder strives to provide a service that is tailored to fully meet need of children and their families. Feedback from parent questionnaires is positive and her provision is highly valued by families.

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	EY467419
Local authority	Cheshire East
Inspection number	936419
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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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