

Inspection date	25/02/2014
Previous inspection date	29/09/2009

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

- The childminder has a clear understanding of each child's individual learning and progress. This enables her to accurately plan for their future learning so that they continue to make good progress towards the early learning goals, in readiness for school when the time comes.
- Teaching is good and children are provided with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- Children's health and well-being is a priority and appropriate safeguarding procedures are in place to protect children from harm. The childminder carefully assesses the risks to her premises and minimises these, which helps ensure children's safety as they play. She has effective policies and procedures to support her practice, which she shares with parents.

It is not yet outstanding because

- Some aspects of partnership working are not fully robust. Information regarding children's development is not shared in extensive detail with other settings that minded children attend. This means the childminder is less able to consistently work alongside the other setting to promote children's progress to their full potential.
- Although an emergency evacuation procedure is in place and has been discussed with the children, the fire drill is not practised frequently enough to ensure that all children have a better understanding of how to keep themselves safe in an emergency.

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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the childminder.
- The inspector carried out a joint observation with the childminder.

Inspector

Wendy Dockerty

Full report

Information about the setting

The childminder was registered in 1997 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 aged 13 and 16 years in a house in Woolston, Warrington. The whole of the ground floor and the rear garden is used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am 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:

- strengthen the partnerships with other settings in order to enhance the depth of information shared about children's learning and development, to enrich the planning process so that children continue to make best progress
- increase the frequency of the fire drill practises to ensure that all children have a thorough knowledge of how to keep themselves safe in an emergency.

Inspection judgements

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

Children are provided with a wide range of activities and experiences, which support their development across all the areas of learning and which help prepare them for their future learning and the move on to school. Teaching is effective and the childminder ensures that children's individual interests and preferences are catered for. The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities. Children move around freely and independently select from the variety of resources available as they learn to make choices in their play.

The childminder has good quality resources, toys and equipment arranged in clear boxes which children can easily select from as they decide what to play with next. This develops their independence and confidence in a welcoming and accessible environment. Children also delight in helping to tidy away equipment and toys after playing which encourages them to be responsible and think of other people's safety. Photographs, children's drawings and positive images of diversity are displayed on the walls which helps children

to feel valued at the childminder's home. Children happily engage in imaginative play, pretending to make tea and cakes in the play kitchen before washing and drying the dishes they have used. The childminder encourages children to talk about what they are doing, asking questions to support their language for thinking and communicating. She uses these good opportunities to extend children's vocabulary and encourages them to count and use numbers as they play. Children are supported to count how many people are present and to name which colour plate each person will have. In addition, the childminder supports children's understanding of safety and hygiene in everyday routines through their imaginative play. For example, they discuss how the oven gets hot when it is used to bake the cakes and children delight in pretending to use oven gloves to remove their finished cake.

Later, children practise their letter recognition as they complete alphabet jigsaw puzzles and find the magnetic letters from their own name. With increasing confidence, children begin to name each familiar letter and place them in the correct order to make their name. The childminder talks about extending children's learning through next steps, such as encouraging children to write their own name with more independence and increasing pencil control. This supports children to be ready for their transition to school. Children have free access to materials to make marks, such as pencils and crayons, and are provided with good opportunities to paint and be creative with art and craft materials at different times. This helps children to develop their small physical skills as they learn how to grasp paintbrushes and pencils correctly in preparation for early writing. Each child has a development folder, which contains detailed written observations of children's progress, along with some photographs and examples of children's achievements. The childminder identifies possible next steps in children's learning and plans ways in which she can support their development through enjoyable activities. Children's development is discussed with parents and they are able to look at their children's folders to promote a consistent approach to their child's learning.

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

The childminder, before children start to attend, has discussions with parents regarding children's individual care needs. The childminder records all required information and gathers appropriate written consents from parents. Individual routines and preferences are known and catered for, such as medical or dietary needs and the childminder has a personal knowledge of each child she cares for. This helps children to make a comfortable and smooth transition from home into the childminder's care. It also ensures that children build secure attachments with her, which supports their emotional security and helps to build their confidence and self-motivation.

Children are developing a good understanding of health and safety. They are encouraged to wash their hands before eating and after using the toilet, and demonstrate some understanding of the importance of doing so. The childminder provides and talks about healthy and nutritious snacks and meals for children, for example, fruit, pasta, crumpets, pancakes and yoghurt. Additionally, children take part in regular physical exercise in the childminder's home and garden. For example, children enjoy playing ball with the childminder and practise kicking, throwing, catching and bouncing the ball. Visits to

playgroups and parks give children opportunities to climb, run and jump, which develops their large physical skills and a positive approach to a healthy lifestyle.

The childminder manages children's behaviour appropriately and reminds children of what is expected, such as walking safely beside the childminder when out and about. Children talk about helping to look after younger children when they are present and reflect their caring approach when playing with the baby dolls. Some children have been involved in practising the fire drill and the childminder has introduced ways of keeping younger children safe. However, the evacuation procedure has not been practised with all children which means they do not all have a secure enough knowledge of how to keep themselves safe in an emergency. Children learn about the wider world through discussion and activities. Resources such as books and dolls, and spending time in the local community and celebrating various cultural festivals helps children to learn about diversity. Children's individual needs are respected and all children have equal opportunities to use the resources and activities provided.

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

The childminder has a good understanding of safeguarding and welfare requirements and the correct procedures to follow should she have concerns about a child's welfare. She is aware of the procedures to notify Ofsted of any changes and ensures that children are never left unsupervised. Consequently, children are protected from harm. Policies and procedures are in place and are shared with parents. The childminder helps to protect children from harm by ensuring her home is safe, clean and well maintained. Risk assessments are carried out and the childminder uses equipment in the home and on outings to protect children from harm. For example, safety gates prevent young children having free access to the stairs and cupboard locks are in place in the kitchen. The childminder holds a current certificate in paediatric first aid and ensures medication and accident records are maintained.

The childminder demonstrates a clear understanding of the Statutory framework for the Early Years Foundation Stage and provides children with interesting activities and experiences, which promote their learning and development. She monitors observations to ensure children make good progress and is able to demonstrate how this is done through ongoing good quality activities. Good relationships with parents are in place to ensure that children's care and welfare needs are known and catered for well and discussions regarding children's ongoing progress take place regularly. A self-evaluation document has been completed which the childminder feels has enabled her to reflect on the provision for children. She has identified some areas for improvement, such as attending further training to keep her knowledge of childcare up to date and to improve the quality of teaching even further. The areas raised at the last inspection have been addressed in order to improve the provision for children. For example, the observation, assessment and planning system has been developed and children's progress is shared effectively with parents.

The childminder has begun to establish early links with other settings that minded children

attend. When collecting children from pre-school discussions regarding children's welfare and general activities take place. However, some aspects of children's progress have not been shared and there is scope for extending these partnerships to further support children's learning to ensure they continue to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	315017
Local authority	Warrington
Inspection number	819001
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	29/09/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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