

Inspection date	11/03/2014
Previous inspection date	10/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- 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.
- The childminder has a clear understanding of each child's individual learning and progress. This enables her to provide activities to support their future learning so that they continue to make good progress towards the early learning goals, in readiness for school when the time comes.
- Children's health and well-being are 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

- Although the childminder has effective partnerships with parents, there is scope to enhance the level of information shared with regard to children's progress, both at the setting and at home.

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, the childminder's evaluation 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 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in a bungalow in Lymm, Cheshire. The whole of the ground floor and the rear garden are 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 14 children on roll, two of whom are in the early years age group and attend for a variety of sessions. This also includes older children who attend before/after school and during school holidays. 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 parents by promoting an ongoing dialogue or sharing of regular two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

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. They 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 boxes, on shelves and at floor level, which children can easily select from as they decide what to play with next. This develops their independence and their confidence in a welcoming and accessible environment. Children happily engage in imaginative play for an extended amount of time, adapting the play to follow their thoughts and ideas. Children select what outfits they wish to wear from the dressing-up equipment and with minimal support from the childminder they put on their costumes. This enables children to practise and develop basic skills, such as fastening buttons, using zips and getting dressed which helps them to

be independent and confident in preparation for school. Once dressed, children delight in pushing prams with baby dolls around the home, taking the toy puppy dogs for a walk on the lead and then settling baby and themselves, down for a pretend sleep. Throughout this scenario, children learn to play cooperatively, sharing resources and taking turns. The childminder interacts with the children, giving value to what they have chosen to do, and asking questions about what they will do next. This encourages children to develop their language for communicating and thinking in addition to enabling their imagination and creativity to blossom. Later, children enjoy sitting at the low-level table together to complete an art and craft activity. Resources provided by the childminder allow children to make choices about what they use and develop their artistic skills as they cut, glue, stick and draw. Through the activity, the childminder asks children questions, which help them to develop their knowledge and understanding of number, shapes and letters. For example, children choose which colour note book they want to use, which number stickers reflect their age and what shapes are suitable for making eyes and a mouth. Children have free access to crayons and pencils, which allows them to develop their mark making and early writing skills in preparation for the move to school. The childminder uses a variety of resources to support children to learn how to recognise and write their names, for example, stencils, magnetic drawing boards and stickers.

Additional activities are provided at different times to enable children to progress across all areas of learning. For example, children enjoy playing outdoors in the garden and visit the park regularly. This enables them to develop their large physical skills as they run and jump and play with a variety of equipment. Children also enjoy walks by the canal where they can feed the ducks and look for numbers and letters in the environment, such as on the boats, cars and houses they pass. These experiences teach children about the world around them and develop their understanding that print carries meaning. The childminder demonstrates through discussion that she has a clear knowledge of each child's individual learning needs and the progress they have made to date. She 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, however, there is scope to enhance opportunities for parents to share information regarding children's progress at home, in order to effectively build on this information and extend children's learning even further.

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. She 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, fresh fruit and vegetables in addition to sausage and mash, or fish fingers and potato. Children understand that biscuits are a treat and know that they are only allowed a limited number in addition to the fruit. Additionally, children take part in regular physical exercise in the childminder's home and garden and on their visits in the local area. This helps them to develop a positive approach to a healthy lifestyle.

The childminder manages children's behaviour appropriately and reminds children of being polite, using please and thank you and sharing the toys with each other. An evacuation procedure is in place and the childminder is aware of how to keep children safe. Smoke alarms are checked regularly and a fire blanket is in place in the kitchen. Children learn about the wider world through discussion and activities. Resources, such as books and dolls, spending time in the local community and celebrating various cultural festivals, help 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. She has a good knowledge of safeguarding and the correct procedures to follow should she have concerns about the welfare of a child in her care. The childminder 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 she uses equipment in the home and on outings to protect children from harm. For example, a fire guard prevents young children having free access to the fire and hearth. 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 the children's development to ensure they 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 generally good discussions regarding children's ongoing progress take place. 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 providing an additional art and craft table, which is continuously set up to allow free access to mark making materials. The areas raised at the last inspection have mostly been addressed in order to improve the provision for children, for example, fresh drinking water is readily available to children in individual beakers at all times and improved partnerships with other early years settings are in place. The childminder is aware of topics and themes that children learn about at pre-school and she plans activities to enhance children's

learning. She has recently completed a written summary of children's individual learning as requested by the pre-school, which contributes towards effective partnership working between the settings.

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	314939
Local authority	Warrington
Inspection number	871968
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	10/10/2008
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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