

Inspection date

05/03/2014

Previous inspection date

14/11/2008

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 rooted in the childminder's secure knowledge and understanding of the Early years Foundation Stage and how children learn. As a result, children make consistently good progress in relation to their starting points.
- Children feel safe and secure and develop strong, emotional attachments with the childminder who provides a caring and loving environment, which effectively promotes their all-round well-being.
- The childminder has a very good knowledge and understanding of her responsibility to safeguard children, which is successfully translated into practice. As a result, children are well protected and can play and learn in a safe environment.
- Partnerships with parents and other early years providers are strong and make a significant contribution to meeting children's individual needs and ensures consistency and continuity of care and learning.

It is not yet outstanding because

- The very good opportunities for children to learn through their senses and enhance their exploratory and investigation skills have yet to be fully extended.
- Information gained from parents with regard to children's starting points does not always provide the childminder with the extremely detailed information she requires to help her to enrich the planning for children's future 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 observed children's activities in the playroom/dining area.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector checked evidence of the suitability of the childminder and discussed the process for self-evaluation.
- The inspector took account of the views of parents from written feedback questionnaires.

Inspector

Julie Kelly

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 16 and 18 years in the Romiley area of Stockport, Cheshire. The whole of the ground floor is used for childminding purposes and children access bathroom facilities on the first floor. An enclosed area of the back garden is available for outside play. The childminder visits parks, the library, toddler groups and local places of interest on a regular basis. The family have a cat. There are currently four children on roll. Of these, three are within the early years age group and one is a school-age child who attends before and after school and during school holidays. The childminder holds an early years qualification at level 3 and 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:

- extend opportunities for children to build on their already good exploratory and creative skills, for example, by providing an extensive range of natural objects and different textured materials that they can combine and use in different ways
- enhance the depth of information gathered from parents about children's learning and development on entry in order to further enrich the planning process, for example, by reviewing and extending information gathered on the 'All about Me' sheet.

Inspection judgements

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

Children's enthusiasm for learning and the level to which they succeed is enhanced by the childminder who has a very good understanding of how to capture children's interests and recognises fully that children learn through play. Teaching techniques are strong and rooted in the childminder's very good knowledge of child development and the Early Years Foundation Stage. As a result, children's individual needs are well met and they make consistently good progress, in relation to their starting points. Babies and children have access to a broad range of good quality resources and challenging experiences, which successfully support their individual learning and development needs. For example, babies bounce up and down with excitement as they respond to the sounds they make when they shake tambourines and bells. However, children have fewer opportunities to independently access an extensive range of media and materials in their play. This means that their investigation and exploratory skills are not always promoted as fully as possible.

Children develop good social skills as the childminder teaches them to cooperate, share, take turns and negotiate as they play. Their learning is further extended as they visit local groups, the library and places of interest when they learn to socialise with children and adults away from the childminder's home. The childminder places a strong focus on the development of children's communication and language skills. She skilfully provides a running commentary to describe what children are doing, introduces new words to extend their vocabulary and effectively uses repeated phrases to further promote their understanding. For example, as babies play with a shape sorter, she repeatedly asks, 'Where has it gone?' The childminder provides children with a wide range of opportunities to develop their large muscle control through regular trips to the local parks where they benefit from the large open space, freedom to run around and access to challenging climbing equipment. Babies have space indoors to move, crawl, stretch and reach and cruise along low-level units and furniture to develop their physical skills. Consequently, children successfully acquire the skills and abilities that prepare them well for the next stage in their learning and eventually, school.

Children's progress is effectively tracked through a continuous assessment of their achievements. This helps the childminder to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. The childminder obtains information from parents on entry about children's favourite activities and individual interests. Effective tracking systems in place to monitor children's progress means that the childminder can quickly identify any gaps in children's learning and seek external support and intervention, if necessary. Children's learning records contain a wide range of information, including photographs, short and long observations, examples of their work and summaries of their progress. Their needs are further enhanced through strong, close and effective partnerships with parents. The childminder values information from parents about their children's learning at home. She effectively uses this information to build on children's existing skills and knowledge and successfully plan for the next steps in their learning. The childminder shares information about how they can help support their child's learning through simple activities at home. Parents are given daily feedback about what their children have been doing through conversations and daily diaries and regularly review children's progress. However, there is scope to gather additional information from parents about children's learning and development on entry, in order to further enhance the childminder's knowledge of children's starting points and enrich the planning process. Close links with other early years providers that some children also attend provides children with continuity and consistency of care and learning and effectively supports them with the transition process.

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

The childminder is skilled and sensitive and supports children to form strong, secure emotional attachments, which provide a firm foundation upon which to develop their personal, social and emotional skills. The sensitive, caring interaction between the childminder and children ensures that all children form positive and trusting relationships. The childminder skilfully recognises the signs that babies display when they are tired, hungry or upset and quickly responds, which means that they remain comfortable and content as their individual needs are consistently met. She provides opportunities for

children to make choices in their activities but also, very importantly, provides a familiar routine, which promotes their emotional security. The childminder gathers information about children's likes, dislikes and comforters from parents on entry to the provision. As a result, babies and children settle well and demonstrate that they are happy and feel safe and secure in the childminder's home. Children develop good self-help skills because the childminder teaches them to adopt a 'can do' attitude and encourages them to do things for themselves whenever possible. This means that children develop good independence skills, learn to persevere and manage their own personal needs in preparation for the next stage in their learning and eventually, school.

The childminder uses positive praise and clear guidance and boundaries to manage children's behaviour, which are appropriate to children's level of understanding. She uses distraction techniques, talks calmly to children and offers alternative resources and activities to effectively manage any minor behavioural issues. Older children are fully aware of the house rules and consistently demonstrate good behaviour. The childminder teaches children to be aware of the importance of healthy eating as she provides them with nutritious snacks and meals and talks to them about food that helps their bodies grow. Children have daily access to the outdoors to enjoy regular fresh air and exercise and the provision of quiet, cosy areas within the indoor environment give children opportunities to rest and relax. The childminder role models good hygiene practices and teaches children the importance of washing their hands before eating and after using the bathroom. Children demonstrate good understanding as they explain to the childminder that they 'must not put germs on the toys, because babies put them in their mouths'. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

The childminder places a very strong focus on teaching children to keep themselves safe both within the home and when on outings. She teaches older children about road safety and how to use the pelican crossings when out walking. The use of reins when out walking helps younger children to begin to be aware of their own safety, consequently, children's understanding of keeping safe is effectively promoted. Children benefit from the opportunities to mix with children of different ages within the childminder's home. This enables older children to develop a caring attitude towards younger children, who in turn learn from the positive role modelling of the older children.

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

The childminder has a very good knowledge and understanding of how to protect and safeguard children and regularly attends further training to update her knowledge and skills in this area. She is fully aware of the signs and symptoms of abuse, what to do and who to contact in the event of a child protection concern. Parents have access to the safeguarding policy and are informed of the procedure to follow should they have any concerns about the childminder or her associates. The childminder has a set of detailed policies and procedures, which are followed meticulously. Children's safety is further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environment. Furthermore, the vigilance of the childminder, consistent

supervision of children and security systems, such as, locks on doors and the verification of the identity of visitors mean that children can play and learn in safety.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress successfully towards the early learning goals. She demonstrates a good understanding of her responsibilities to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Observations and assessments are accurate and effectively demonstrate children's current learning and development and clearly identify targets for children's next steps in learning. The childminder consistently monitors her routines and planning in order to meet children's learning needs through a broad and balanced range of experiences and activities that cover all seven areas of learning. She monitors observations and assessments and reviews children's learning records to ensure they accurately reflect children's learning and progress. The childminder is passionate and committed to her work with children and this is reflected in her enthusiasm and the enjoyment she demonstrates when interacting and playing with children. The childminder accurately identifies the strengths and areas for development of the provision and her practice through ongoing self-evaluation. For example, children now have more opportunities to make choices about what they want to do, due to the installation of a low-level unit which stores resources that are easily accessible. She seeks the views of parents and children through written questionnaires and verbal feedback which are listened and responded to.

All actions and recommendations from the last inspection have been addressed. This is particularly evident in partnership working with other early years providers, which some children also attend. The childminder is proactive at seeking support and advice to help her to improve the service she provides and learning outcomes for children. For example, she attends the local groups where she shares good practice with more experienced childminders. The knowledge the childminder gains from a wide range of professional development training courses is effectively translated into practice, which results in the improvement of learning outcomes for children. Parents are very happy with the service and the care and education their children receive. They are particularly impressed with how the childminder manages children's behaviour by providing clear and consistent boundaries, which they understand and respond to. Parents comment that children are happy and safe and are eager to go to the childminder's house where they have fun and learn in a welcoming environment.

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	404556
Local authority	Stockport
Inspection number	953213
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14/11/2008
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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