

Inspection date

Previous inspection date

07/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

2

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 a warm and welcoming environment for children who can feel safe, secure and relaxed and enjoy their time in a friendly and stimulating environment.
- Children have opportunities to make suitable progress in this setting because the childminder has an adequate understanding of how to teach children and of the prime and specific areas of learning.
- The childminder forms good relationships with children and their parents, which helps them to develop secure emotional attachments and promotes well-being and independence.

It is not yet good because

- The childminder does not maintain all the required documentation including written permission for her to administer non-prescription medication to children.
- The information gained from observations and assessments is not always used effectively to plan for children's learning and progression so that they make consistently good progress over time.
- Learning experiences in the outdoor environment are not fully exploited to encourage children to use words and numbers during their play.

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 toured the whole of the area in the home which is used for childminding. She observed activities in the home and the interaction and learning between the childminder and children.
- The inspector checked evidence of suitability of household members, and childminder's qualifications and self-evaluation and improvement plan.

The inspector sampled a range of documents which cover the learning and development requirements including observations, planning, and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- The inspector took into account the verbal and written feedback of the parents.

Inspector

Lisa Maidment

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 child aged one year in a house in the Offerton area of Stockport. The whole of the house and the rear garden are used for childminding. The family has a cat as a pet. The childminder attends toddler groups and activities at the local children's centre. She visits the shops, libraries and parks on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She collects children from local schools and pre-schools. The childminder operates all year round from 7am to 6pm, Monday to Friday, 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:

- ensure written permission is obtained from parents and/or carers for the childminder to administer non-prescriptive medication and creams
- improve observation and assessment to identify and plan for children's next steps in developmental progress to ensure children consistently make good progress in each area of learning.

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

- enhance and build on children's literacy and numeracy development, for example, by providing print and numbers in the outdoor environment

Inspection judgements

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

The childminder is developing her knowledge of the learning and development of children and has a basic understanding of how to teach children to become ready for school. The childminder provides activities which follow the interests of children and offers opportunities which attract children's attention. For example, children enjoy searching for different sized chicks in the Easter treasure basket before decorating eggs and making nests. This encourages children to become inquisitive and ask questions. The childminder models counting, helps children with recognising colours and encourages them to write their names. The childminder supports critical thinking by asking thought-provoking questions. For example, a child asks where she lives. The childminder shows her an interactive wall poster of the world and they sit and look at the different countries. The

childminder asks 'where do you think you live?' and the child pauses before replying, thinking very carefully. 'Here' she says pointing to the United Kingdom. 'Push the button to see if you're right' says the childminder. As a result, the childminder use appropriate teaching strategies to promote children's communication and language development.

The childminder uses brief observations that are recorded and dated. These are accompanied by photographs of children carrying out activities. However, information gained from observations are not always used to plan for the next steps in children's learning and children's planning for progress is still in its early stages of development. As a result, planned activities sometimes lack good levels of challenge and occasionally the childminder does not provide children with sufficient time to work things out for themselves. The childminder gathers useful information about children from parents at the start of the childminding arrangement to help them settle in her home. Parents have opportunities to inform the childminder of their child's home learning by using a two-way communication book for information. This enables the childminder to gain valuable knowledge of the children's abilities to aid her ongoing observations. The childminder identifies areas where children achieve in their development, and plans basic activities to encourage them individually. For example, babies are stimulated to learn to sit up, and finally walk by moving and holding onto furniture in the home, and the childminder uses praise and encouragement to promote their confidence to achieve. This encourages younger children and supports their future learning.

The childminder's home is welcoming and warm. Children move freely between activities confidently and safely. The childminder provides high quality resources which are stimulating and easy to access. Younger babies can crawl over and choose toys independently. This promotes inquisitiveness and children are able to make choices with resources which interest them. Access to the outdoor area is through the kitchen and children go outside daily for fresh air. There are opportunities for children to ride on toys, or play with sand and water. However, learning experiences in the outdoor area are not always fully exploited. For example, limited use is made of written words or numbers to encourage children's literacy skills, or promote numeracy.

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

Children's emotional development is promoted well as they build up good relationships with the childminder. For example, she holds and cuddles very young children when they are tired or upset and they are clearly comforted with her nurturing manner. Older children are praised for their achievements and their self-esteem is promoted by the childminder's positive care and affections. This promotes good behaviour and any negative attitudes are quickly suppressed. Children have opportunities to become independent by laying the table ready for lunch, and going to the bathroom on their own. This enables children to develop confidence and self-assurance and helps ensure they are emotionally prepared for their transition to school.

The childminder encourages children to have healthy lifestyles. They are encouraged to eat home-made meals which are nutritious and try out different foods and textures. Drinks

are always available for children and the childminder encourages them to have a drink throughout the day. Mealtimes are social occasions where younger children are encouraged by the childminder to feed themselves. The childminder helps children hold cutlery correctly through demonstration, and as a result, children gain early independence skills. The childminder works in partnership with parents taking into account their preferences with children's care routines. She provides snacks which are wholesome, allowing for any ongoing dietary information received. As a result, children develop an understanding of the importance of a healthy diet.

The childminder uses community facilities and visits places of interest to enhance children's learning experiences. The childminder takes children to local parks and walks where they are able to access larger apparatus for physical development. Gross motor skills are promoted by climbing up ladders or swinging and sliding down, and children take great delight in the local environment. The childminder also takes children to the library where they look at books and attend toddler sessions at the local children's centre. This promotes their social skills and stimulates their interests in the world around them. In the childminder's home, children take small risks, for example, walking up and down stairs on their own, or climbing over boxes. This encourages children to manage their own safety in a controlled environment.

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

The childminder safeguards children adequately. She has written risk assessments in place which are sound. The childminder practises fire drills with the children regularly and all appropriate safety equipment is checked periodically. The childminder has suitable knowledge of safeguarding and has adequate policies and procedures in place. She understands the procedure to follow in the event of concern about the well-being of a child in her care, or if there is a child protection issue and knows when to contact Ofsted. However, the childminder has not obtained written parental permission for the administration of non-prescriptive medication and creams to ensure parents are entirely clear about arrangements undertaken. This is a breach of the welfare requirements of the Statutory framework for the Early Years Foundation Stage.

The childminder improves her practice by attending trainings regularly. She assesses her routines and meets with other childminders and teachers regularly to exchange good practice and ideas. The childminder has a basic understanding of the learning and development of children. However, the monitoring systems used to progress children in the educational programmes are still in their early stages of development. The childminder evaluates her practice and highlights areas she has recognised to improve. For example, the childminder has ideas to develop the garden to enable children to become more inquisitive about the natural world.

The childminder works alongside specialists and outside agencies to help close any gaps in children's progress. She talks with teachers where children attend more than one setting to exchange children's development and interests. The childminder recognises the

importance of working with parents and uses questionnaires to receive reflective feedback. It is evident that parents value her work and commitment. Comments that are made are positive and shows the childminder's nurturing skills and abilities. 'Your childminding service shows us that you care and value our children just as much as we do as parents and that has reassured us greatly that our children are very cared for'.

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	EY467190
Local authority	Stockport
Inspection number	967596
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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