

Inspection date	30/04/2014
Previous inspection date	27/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
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

- Partnerships with parents are strong, which means relevant information about children's needs is shared.
- Children enjoy a wide range of play activities that support their overall development.
- Children demonstrate strong attachments to the childminder. They feel safe and secure in her care.

It is not yet good because

- The childminder has not provided the relevant information to Ofsted in order that they are able to ascertain the suitability of every person aged 16 and over who lives on the childminding premises.
- The childminder does not accurately assess children's learning. This means that planned activities do not always support children's next steps in learning, so that they make best progress.
- The childminder does not routinely evaluate and actively seek to improve her service for families.

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 areas used for childminding purposes indoors and outdoors.
- The inspector talked with the childminder and checked evidence of her suitability.
- The inspector looked at children's activity records and planning documentation.
- The inspector took account of the views of carers spoken to on the day.

Inspector

Susan King

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in the Wheelock area of Sandbach. Most areas of the property are used for childminding purposes. There is a secure garden for outdoor play. Family pets include a dog and two cats. The childminder takes children to and collects them from local schools and pre-schools. She operates Monday to Friday all year round, except for family holidays. There are currently four children on roll, one of whom is in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide the required information to Ofsted so that an enhanced Disclosure and Barring Service check for all people aged 16 and over living on the childminding premises can be obtained
- carry out periodic assessments of each child's progress across the seven areas of learning and development in order to ascertain each child's level of achievement, and use this information to plan activities that will support each child's individual progress.

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

- undertake effective self-evaluation and review this, in order to identify and plan continuous improvements to the childminding provision.

Inspection judgements

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

Children are relaxed and happy in the childminder's care. She knows the children well and provides activities linked to their interests, and to topics being covered at school or pre-school. For example, children are following a 'farm to fork' topic at school, and at the setting they are growing edible plants, such as lettuces. This ensures that children enjoy and engage with learning in the setting. Planned activities generally cover the areas of learning and development set out in the Early Years Foundation Stage. For example, the childminder encourages children to talk about and recall significant family events, such as parties. This supports their communication and language development and their understanding of the world. Children are also encouraged to count during everyday activities, such as mealtimes, and this supports their understanding of numbers and

counting.

Children are generally making progress in line with expectations for their age and stage of development. Parents are able to look at scrapbooks that the childminder and children make. These include photographs and descriptions of events at the setting. However, the childminder does not use accurate assessments of children's progress to plan for their learning, based on what children know and can do. As a consequence, children's learning is satisfactory rather than good and they are gaining an adequate range of skills to support their future learning, rather than a wide range.

Resources for play and learning are plentiful and accessible. This allows children to learn to choose activities independently. As a consequence, they become confident and self-aware. Parents are adequately informed of their children's progress. For example, the progress check at age two is shared with them so that they are aware of their child's development at this point.

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

Relationships are good and there is strong attachment evident between the children and the childminder. The good relationships underpin a consistent and calm approach to behaviour management. Daily interaction with parents and other family members ensures continuity of care for the children. The children help to care for family pets and the bonds they form support their emotional well-being. The childminder is calm and involved as she talks with, and finds out about, the children in her care.

Risks are well managed in the setting. Daily checks ensure that areas where children play are safe. Children walk safely with the childminder to local destinations. She teaches them about road safety for themselves and for the pet dog, who nearly always goes with them. The children wash their hands before meals and after touching the childminder's pets. They know why they need to wash their hands, and the childminder supervises younger children to ensure that hands are washed thoroughly. The childminder and parents cooperate to provide meals and snacks for the children that keep them healthy. The childminder is aware of children's preferences. Children help to prepare some meals and this teaches them to make healthy choices. Children exercise as they play in the garden and at the nearby park, and when they walk in the local area.

Resources are plentiful, varied and well chosen. However, the weakness in assessment of children's progress prevents the best use of resources to ensure that children's learning is as good as it could be. Children make daily moves between home, school or pre-school and the childminder's setting. The childminder and the children's families work effectively together to ensure that children are emotionally well prepared for these daily transitions. Children getting ready to move on to school are confident about, and ready for, new learning and experiences.

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

The childminder ensures that risks are managed and the children are safe when they go on local outings, or play in the house and garden. She has a current first aid certificate. The childminder has an adequate understanding of her safeguarding role and is able to discuss the possible indicators of abuse. She is clear about the action she must take should she have concerns about a child in her care. However, the necessary information has not been given to Ofsted in order that a Disclosure and Barring Service check can be obtained for everyone aged 16 years and over in the household.

The childminder has an adequate understanding of child development and how children learn. Children therefore make satisfactory progress in her care. However, the childminder does not accurately assess children's achievements. As a consequence, the systems to identify gaps in children's learning and to ensure they make good progress, are not sufficiently robust. The childminder has undertaken all mandatory training for her role. She applies her knowledge adequately in her care of the children.

Partnerships with families are strong and this ensures children's emotional well-being. Children are well prepared emotionally for their move to other settings and to school. The childminder shows suitable awareness of the roles of other professionals and how to involve them if needed. However, self-evaluation does not consistently identify the strengths and weaknesses of the provision. As a result, there is no measurable plan for improvement.

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	304329
Local authority	Cheshire East
Inspection number	870667
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	27/04/2010
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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