

Inspection date	23/04/2014
Previous inspection date	24/01/2011

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

- A comprehensive range of policies and procedures have been developed and implemented by the childminder. This effectively promotes the health, safety and well-being of the children in her care.
- Children have good opportunities to make safe and independent choices in their play, both indoors and outdoors. Therefore, they are happy, enthusiastic and motivated learners.
- Strong relationships with parents and good information sharing with them results in the childminder having a thorough understanding of children's needs.
- The quality of teaching is good because the childminder and her assistant provide a range of stimulating and challenging activities and effectively support children to make good progress in all areas of their learning and development.

It is not yet outstanding because

- There is scope to enhance the very good monitoring of children's progress in order to further support children's next steps in their learning and development so they make the best possible progress.
- There is room to extend children's early reading skills and number recognition by helping them to identify letters and numbers in the outdoor learning environment.

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 spoke with the childminder and her assistant at appropriate times throughout the inspection and made observations of children present.
- The inspector looked at children's assessment records and planning documentation.
The inspector reviewed the planning documentation, evidence of practitioners' suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Wilmslow district of Cheshire with her three children aged 13, seven and three years. There are facilities close by, such as parks, schools and shops. The childminder is registered to provide overnight care. At times the childminder works with an assistant to care for children. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays and supports children with special educational needs and/or disabilities. The whole of the childminder's house is used for childminding and there is an enclosed garden available for outside play. There are currently 14 children on roll; of whom, four are in the early years age group. The childminder walks to the local schools and nurseries to take and collect children. She attends the local parent and toddler groups. 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:

- enhance children's good learning by more clearly identifying the progress made and using this more precisely to inform future planning in order to raise children's achievements to the highest levels
- extend children's early reading skills and number recognition by providing picture clues or labels to help them identify letters and numbers in the outdoor learning environment.

Inspection judgements

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

Children are active and highly involved in their learning. The childminder provides them with a varied range of stimulating and challenging age-appropriate learning experiences that are based around interesting themes. Activities are expertly adapted to focus on and enhance children's individual interests and specific learning needs. For example, a child's reluctance to become involved in messy play is overcome with a soapy water activity. Children play in a tray of soapy water to feel the texture of the water and to explore their early literacy skills by making shapes in the water with their fingers or scraping tools. The childminder knows her minded children very well and understands what they know and can do. This is because she regularly and accurately assesses their learning through the observations that she makes while they play and through holding frequent discussions with their parents. As a result, children with special educational needs and/or disabilities

have their needs very well met. The childminder closely monitors children's progress at regular intervals, using this information skilfully to guide and shape her planning. However, although planning is clearly based on children's interests, the very good monitoring of children's progress does not consistently identify the next steps in their learning so that planning can be precisely matched to raising children's attainment to the highest level.

A broad and varied range of additional activities and learning experiences complement the childminder's programme. For example, the childminder hires an animal professional to come to the home and introduce children to animals. Children get to touch frogs and learn about animals they would not otherwise see. Children are taken to a children's centre and activity based playgroups. They visit places of interest regularly, such as the zoo or the seaside. They grow plants and vegetables. This means that there is depth and breadth across the seven areas of learning. Consequently, children access a varied range of learning experiences that take place inside and outdoors. As a result, they make good progress in their development and learning. The quality of the childminder's teaching is good because she has a secure knowledge and understanding of child development and how children learn. Children are very well supported to learn, practise and refine a number of skills, which helps them to develop socially, physically and emotionally. For example, they meet and play with other children and adults through the playgroups and places of interest that they visit. A range of equipment helps them to learn how to use their bodies in different ways. For instance, they learn how to manage the outdoor slide and cycles, and how to use a range of tools, such as pens and pencils. However, there is scope to enhance children's early reading skills and number recognition that takes place outside, for example, by helping them to recognise letters and numbers in the outdoor learning environment.

Children feel secure and grow in confidence because of the warm relationships they have with the childminder. They are becoming increasingly independent and the skills they are learning help prepare children for school or other settings. As children play, the childminder talks to them and engages them in lively conversations. Children become fascinated and engrossed in the water play and squeal with delight as they splash and explore what they can do with water. The childminder and assistant allow them to follow their interests and spontaneous creativity, recognising that it is the process of exploration which best lends itself to children's learning. Parents are kept regularly and accurately informed of their children's learning and progress. For example, a daily diary is shared between the home and the setting, so that up-to-date information is readily exchanged. Parents have access to their child's records of assessment and future learning goals. Photographs are taken so that they can see the varied range of activities and experiences their child has enjoyed and ensures that parents are kept very well informed. The childminder understands the value that parents make to their child's learning and progress and offers them ideas of things they can do at home to support children's learning further.

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

Children enjoy warm relationships with the childminder and display a strong sense of belonging in her home. As a result, children's emotional well-being and personal and social

skills are well developed. Settling-in procedures are effective and promote a smooth transition for children from their home to the childminder's care and they become familiar with her or her assistant as their key person. The childminder gathers good information from parents to ensure the individual needs of children are well met. The childminder has a very calm and consistent manner when caring for children and their behaviour is good. She talks to children constantly and uses lots of praise and encouragement. This means that children develop high levels of self-esteem and feel confident in her care. If they are distressed she offers cuddles and sensitive words to make them feel secure.

Children learn how to keep themselves safe and to recognise danger. For example, the childminder talks to them when they are outdoors or on trips about why they should be careful, to develop their understanding. The childminder is supporting children's progression well because she provides a stimulating learning environment to cater for their all-round development and emotional well-being. Resources are available each day, both indoors and outdoors and children make their own choices about what they want to play with. This develops their independence. There are also some natural resources that stimulate the senses of younger children. For example, trays of soil for children to dig and explore.

Activities are planned both in the home and outside for children to develop their physical skills. They visit parks and use large play equipment to further challenge their developing skills. The childminder supports them as they take risks appropriate for their ages and stages of development so that they learn to keep themselves safe. Children develop a good understanding of hygiene routines as the childminder talks to them about the need to be clean. In preparing children for the transition to school the childminder ensures that children are confident in being around large groups of children by attending activities where there are other children. This helps children learn about the local community and refines and enhances their social skills. The childminder has developed good links with other early years providers in order to enhance the continuity of care and learning for children.

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

The childminder has a good understanding of the learning and development requirements and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She ensures that children's learning is closely monitored so that all children make good progress and receive additional support through early intervention should it be required. The childminder has undertaken recent safeguarding training and has a thorough understanding of her duty to protect children in her care. She makes sure other adults working alongside her are suitable to do so by making appropriate checks. She and her assistant know what to do should they have any concerns about children in their care. Comprehensive written policies and procedures are in place. These are reviewed regularly to ensure that all information is accurate and in line with the latest guidelines.

Strong partnerships with parents consistently contribute to meeting children's needs. For

example, parents state that 'the childminder is very understanding' and they describe in detail how effective she is in meeting the needs of their children. The childminder has established links with the majority of early years settings that children attend. The childminder monitors her practice effectively. She reflects on what she does well and the impact her teaching has on children's learning and development. This means that the childminder identifies areas for improvement to benefit children.

Parents feel well informed about their children's learning and development. Furthermore, the childminder involves parents in her self-evaluation through gathering regular verbal feedback and asking them to complete written questionnaires. The childminder is committed to her own continuous professional development. She attends regular training to further develop her good knowledge and understanding of child development. This positively impacts on the quality of care and learning that children receive.

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	EY357379
Local authority	Cheshire East
Inspection number	961216
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	14
Name of provider	
Date of previous inspection	24/01/2011
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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