

<b>Inspection date</b>	24/06/2014
Previous inspection date	01/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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
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### **The quality and standards of the early years provision**

#### **This provision is good**

- Teaching is good because the childminder has a good understanding of how young children learn. She uses planned activities and first-hand experiences that engage children and build on their individual interests. This supports them to develop a positive attitude to learning.
- Children thrive due to the kind and caring nature of the childminder. They are supported in their play and consequently are confident and keen learners in the safe and secure home.
- The childminder's home is safe and welcoming. Arrangements for safeguarding children are effective because the policies and procedures are implemented well.
- Partnerships with parents are strong. Parents are successfully involved in their children's learning and they are kept fully informed of their ongoing achievements.

#### **It is not yet outstanding because**

- There is scope to enhance children's understanding of differences and similarities by displaying positive images of the world in which they live.

## 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 had a tour of the childminder's home and viewed the areas used for childminding.
- The inspector observed the childminder while she interacted with children, both inside and outdoors.
- The inspector looked at some of the childminder's documentation, including her policies and procedures, risk assessments and the children's development records.
- The inspector took into consideration the views from parents, obtained from written feedback and self-evaluation documents.

### Inspector

Donna Birch

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and 11 years in a house in Warrington. The whole of the ground floor and the rear garden are used for childminding. The family has a two dogs and 10 chickens as pets. The childminder attends two toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of Childminding 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:

- provide positive images of diversity to further promote children's awareness of the world in which they live.

## Inspection judgements

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

Teaching is good because the childminder demonstrates a good knowledge of how children learn and she uses the information to plan a wide range of interesting activities. She carries out initial assessments when they first start, so that she is aware of children's starting points. The childminder gains useful information from parents, when they complete the 'All about me' record for their child. Over time she observes children's interests and favourite activities, such as building blocks, so that she adapts plans to meet each child's unique needs and their changing interests. She has a thorough understanding of what children can do and where they are in their development. She regularly records the findings from her observations in a learning journal. This shows the progress children are making and means she accurately plans for the next steps in their learning.

The childminder successfully interacts with children, keeping them engaged and interested in the activities provided. She expertly follows their play, supporting them as she repeats words, to extend their developing language skills. For example, when children try to say that they want other resources for the water tray, she repeats 'Do you want the blue boat'. Consequently, they learn the correct pronunciation and she supports them in accessing the resources they desire. The childminder is also very responsive to the needs of babies. She follows their body language and gestures to support their attempts at communication, which means they do not become frustrated. The childminder

understands the importance of singing familiar songs and rhymes with children, to help them develop their communication skills. For instance, while outside discussing a frog, she turns children's attention to the 'frog song'. Children delight in joining in with her and doing the actions. Activities are well thought out and appropriate resources stimulate children to become engrossed in their play and the childminder enthusiastically joins in and gets down to their level. When children make hand prints on the floor outside with the water, she follows on from this interest and successfully extends this activity inside, by supporting children to make different animal prints in the playdough.

The childminder is proactive in developing children's interests in books. They are easily available to children and they independently select their favourites to read alone. They also enjoy sharing these with the childminder. Children demonstrate their increasing independence and confidence, as they sit with a book, turn the pages appropriately and talk through the story as if they were reading it. In the garden they are developing their understanding of the natural world, as they help the childminder to feed the chickens and collect their eggs. Overall, children are making good progress, which is in line with expected development for their age. As a result, they are acquiring the skills, attitudes and dispositions they need, to be ready for school or the next stage in their learning.

The childminder effectively involves parents in assessing and planning for children's learning. Parents are kept fully informed about their children's progress. Information is exchanged verbally and through a daily diary. The childminder finds out about children's interests from home or other settings through this and she routinely seeks updates by sending home development feedback, so that she is aware of any changes. This also helps parents to support their children's learning at home. Each term children's learning journals are sent home with a clear explanation about their development across the seven areas of learning.

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

Children are very settled with this warm and friendly childminder, as she successfully supports their emotional well-being, personal and social skills. Children are confident as a result of this caring, respectful approach and form secure attachments with her. Effective settling-in procedures are in place, where children can come and visit before they start. The number of visits is based on individual needs. This means there is an effective move from home to the childminder and they become familiar with her. The childminder uses a positive and consistent approach to managing behaviour, which takes into account children's understanding and stage of development. She is a good role model to children, treating children with respect and she places emphasis on children learning to play alongside each other, sharing and taking turns with the resources. Children are rewarded with lots of praise and stickers for their efforts. Additionally, this helps children to understand there are rules to help keep them safe as they play. The childminder's constant praise during activities, promotes children's confidence, self-esteem and well-being. Timely reminders from the childminder teach children how to keep themselves safe. For example, she reminds children to wait for her before entering the garden.

The childminder supports children's progression well because she provides a stimulating learning environment. However, there is room to further enhance the already good provision, by adding more positive images to the environment, to further extend children's growing knowledge of the world in which they live. Resources are set out attractively in the playroom on shelving and are clearly labelled. This helps children to make their own choices and develop their independence. Many opportunities are provided for children to benefit from physical exercise. Children play football on the nearby field and visit the park, where they use large play equipment and develop their large muscle skills. In the garden they enjoy ride on toys and experimenting with sand and water.

The childminder helps children to understand the importance of a healthy diet, by providing them with healthy meals and snacks. This is reinforced by the childminder, as she involves children in growing and harvesting their own vegetables in the garden and collecting fresh eggs from the chickens, then using these in cooking activities. Children develop a good understanding of hygiene routines, as the childminder talks to them about the need to wash their hands before having something to eat. With some support from the childminder, children are able to successfully wash and dry their hands and faces. Routines for changing nappies are managed according to individual children's needs and routines.

The childminder supports children effectively as they move to other settings. For example, she takes children to regular community groups, where they are able to develop their confidence away from her home and socialise with their peers and meet new people.

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

The childminder has a good understanding of safeguarding. She is fully aware of what action she must take to protect children from harm. She has a sound knowledge of the procedures to follow, in the event of a concern about a child in her care. The home, garden and outings are risk assessed, to make sure they are safe and to identify any potential hazards. All of the required documentation and parental consents are in place, maintained accurately and stored securely, to ensure confidentiality.

The childminder effectively monitors educational programmes, to ensure a wide range of interesting and challenging experiences are provided, to help children make good progress towards the early learning goals. The childminder completes a written summary of children's achievements and progress, which means that any gaps in their learning and development can be sufficiently addressed and planned for.

The childminder ensures the children are provided with good quality care and learning opportunities and strives to improve her practice. She has carried out evaluations of her provision and has highlighted priorities for improvement. For example, she plans to work with parents, to ensure children always have available suitable outdoor attire, so they can benefit from playing outdoors in all weathers. The views of parents about her provision, are sought through verbal discussions and evaluation forms that she asks them to

complete. Very positive responses have been received, with parents commenting their children feel very happy and content with her. The childminder shows a strong commitment to continuing her professional development and frequently identifies and attends training courses. In particular, she has attended a course to help her support children's communication and language through play.

The childminder meets the needs of children very well because she works with parents. For example, policies and procedures are shared with parents, to ensure they are clear about how her service operates. The childminder establishes close links with other settings children attend and she shares relevant information with them, such as daily diaries, to ensure a consistent approach to meet their individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY266868
<b>Local authority</b>	Warrington
<b>Inspection number</b>	877601
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/02/2010
<b>Telephone number</b>	

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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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