

Inspection date	30/06/2014
Previous inspection date	12/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder has good teaching strategies and provides an exciting and stimulating indoor learning environment. Therefore, children make good progress.
- Children's well-being is fully promoted as they are cared for in a safe and secure home. The childminder has a sound understanding of how to safeguard children in her care.
- There is a strong partnership with parents and carers and they are involved in their children's learning, as the childminder ensures there is effective sharing of information each day. This means that children's needs are met.
- The childminder is reflective in her practices to ensure continuous improvement of her provision. This includes further training. Therefore, children are cared for by a committed carer who motivates children in their learning and has high expectations for them.

It is not yet outstanding because

- Younger children cannot always find the items they want to play with. Consequently, their ability to select resources independently is slightly restricted.

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 activities in the main downstairs rooms and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the provider's self-evaluation and improvement plan.

Inspector

Paula Kerrigan

Full report

Information about the setting

The childminder was registered in 2005 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 ten and twelve years, in a house in the Fearnhead, area of Warrington. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outdoor play. There are two children on roll in the early years age range. The childminder attends a childminder group and local activity groups. The childminder visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. The childminder operates all year round from 7.30am to 7pm, all week, except for family holidays. She 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:

- develop further opportunities for younger children to independently select resources during child-initiated play.

Inspection judgements

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

The childminder has a thorough understanding of how to support and extend children's learning and development and demonstrates a good understanding of the Early Years Foundation Stage. The childminder works closely together with parents and other professionals involved in children's care and education, sharing expertise and developing aspects of the provision. They share ideas, try them out and evaluate their impact. This joint approach gives everyone a deep understanding of the importance of the learning environment and its impact on children's well-being, learning and development. The childminder is enthusiastic and engages well with children. This influences children's motivation to play and learn. Children are confident to sustain their concentration while being engaged in activities. This significantly contributes to the good progress they are making in relation to their starting points.

Children independently choose books and they sit turning the pages and sharing the story with the childminder. They enjoy the comfort and security of being close while sitting on the sofa in the childminder's living room. The childminder encourages children to take part in stories by allowing them to choose the books they want to read. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. Children have planned opportunities to

choose between indoor and outside play. They are motivated and keen to join in with the play activities and resources offered. Opportunities for younger children to make independent choices from the good range of resources are not so well developed, as resource tubs are not yet labelled with pictures. Consequently, younger children sometimes find it hard to find the toys they want. All children appreciate the ability to move freely between the main areas downstairs for play. Children have good opportunities to gain an awareness of diversity, as they use a wide variety of resources that reflect positive images of difference.

Parents are actively encouraged to be involved in their children's learning in many ways. The childminder engages in effective communication with parents, using a mix of written and verbal opportunities. Therefore, children enjoy seamless care. This also results in children arriving confidently and enthusiastically at the start of their day. The childminder helps children to make good progress as she works in partnership with parents to share information that identifies areas of children's development. For instance, they work well together as children prepare for toilet training. Children's records reflect their achievements across all areas of learning. The childminder is effective in using her observations to identify children's emerging skills and interests. She keeps clear records which demonstrate children's good progress and attainment of skills in readiness for school, when the time comes.

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

Children's personal, social and emotional well-being is nurtured well by the childminder in a calm and caring atmosphere. As a result, children develop positive relationships with the childminder. The childminder's home is organised and activities planned to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Children form secure attachments with the childminder who has a good overall knowledge of their individual likes, needs and routines. She anticipates their responses to activities and responds to dips in their energy levels relating to snack times and readiness for sleep. As a result, she meets children's needs well. Comprehensive arrangements for settling in new children mean that children make the transition from home to the childminder securely and the childminder also supports with their settling into nursery when the time comes.

The childminder provides a safe and inviting environment for children showing careful attention to potential risks. Cosy spaces, plenty of floor space and outdoor play all provide for children's varying needs and the childminder encourages children to explore safely, including in the garden. Children eat a wide range of wholesome and nutritious meals. Children are offered healthy meals and snacks taking account of parent's wishes. The childminder knows each child's likes and dislikes and responds to these. The childminder encourages children to develop good independence skills. For example, they feed themselves at snack time and help with tidying away the toys. This helps them to learn to do things independently in readiness for their move to school.

The childminder carefully plans for children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. The

childminder maintains high standards of hygiene throughout her home. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snacks and lunches are served. The childminder is attentive and uses successful strategies to support children's behaviour, consequently children behave very well.

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

The childminder clearly understands the safeguarding and welfare requirements as set out in the Statutory framework for the Early Years Foundation Stage. She is confident about her role and has attended safeguarding training. She is well informed about the procedures to follow if she had a concern about a child. Records, documentation, policies and procedures are comprehensive and have been reviewed since the last inspection. This ensures they reflect current guidelines and practice. The childminder keeps thorough records of accidents and attendance to further protect children and promote their welfare. The childminder has suitable paediatric first-aid qualifications and maintains her first-aid kit. Consequently, children are well protected in the event of a minor accident. Robust risk assessments take place and the childminder monitors related records to ensure she maintains safety at all times for children. The childminder prioritises fire safety and access to the provision is secure.

The childminder is very motivated, enthusiastic and committed to the continuous development of her early years practice. She attends a range of training courses and updates the way she works by sharing expertise with other providers and through discussions with parents. This has a positive impact on the outcomes for children. The recommendations from her previous inspection have been effectively addressed. The childminder uses information from the Professional Association for Childcare and Early Years, to update and increase her knowledge and understanding in order to better support children in her care. This has helped her to increase her understanding of child development and as a result, has had a positive impact on children's learning. The childminder regularly monitors children's progress to ensure that she is aware of any gaps in their learning. She also spends time reflecting on the service she provides and seeks the views and opinions of others, including parents, children and the local authority development officer. This depth of self-evaluation has enabled her to effectively identify areas for development and implement changes, which have improved the safety, well-being and learning of children.

The childminder has actively promoted good relationships with parents, which is illustrated in their written feedback. For example, parents comment, 'my child has become more sociable since attending' and 'the childminder is a caring and loving person'. Parents are provided with a wide range of relevant policies and procedures at the start of their child's placement, which ensures that they are well informed about the service provided. Parents are fully encouraged to share their views.

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	EY308781
Local authority	Warrington
Inspection number	877940
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	12/10/2009
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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