

Inspection date	10/06/2014
Previous inspection date	22/01/2009

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

- Children are motivated and eager to learn as the childminder's teaching is effective and she plans activities that are based around children's interests and next steps in learning.
- The childminder forms effective links with other settings. They work well together and provide consistency and continuity in children's care and learning.
- The childminder has a secure understanding about her role in protecting children from abuse.
- The childminder builds good relationships with parents, working collaboratively for the benefit of the children.

It is not yet good because

- The childminder does not record the children's hours of attendance accurately to fully safeguard children.
- There is scope to improve the indoor and outdoor environment, to help further develop children's recognition of words and numbers.
- Resources are not always organised effectively to encourage children to make independent choices.

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 and interaction between the childminder and the children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records.
- The inspector carried out a joint observation with the childminder.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 14 and three years in Stockport. The whole ground floor of the house and the upstairs bathroom are used for childminding. The childminder attends toddler groups and activities at the local community centre. She visits the shops and park on a regular basis and collects children from the local schools. There are currently 12 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 supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder is a member of the Professional Association for Childcare and Early Years and is a network childminder.

What the setting needs to do to improve further

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

- keep appropriate documentation by maintaining accurate records of children's hours of attendance.

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

- extend children's independence by arranging the resources so they can select them for themselves
- enhance the indoor and outdoor environment further so that it is rich in print and number.

Inspection judgements

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

The childminder has a very good knowledge and understanding of the areas of learning. Consequently, children are supported well and make good progress towards achieving the early learning goals. The childminder completes the progress check for children between the ages of two and three years. She shares these with parents, who make comments about how their children are learning. As a result, any gaps in children's learning are identified early, meaning intervention can be sought, if necessary. The childminder completes initial assessments of the children with the parents, which allows her to plan

early activities based on what they can already do. The daily discussion with parents about the events of their child's day and their involvement in their children's learning records provide them with information to continue learning at home.

The childminder recognises the importance of promoting children's communication and language skills. Children hear appropriate language and conversation all of the time because the childminder talks to them about what they are doing, their routines and activities. She uses simple language and questions to encourage them to describe and think about what they are doing. The childminder offers weekly rhyme time sessions in her home with other childminders. During the sessions she supports children's communication and language development by singing rhymes with familiar phrases so children hear repetitive language. Children experiment with a range of instruments, discovering the different sounds they make supporting their development in expressive arts. The childminder takes the children to play sessions in the local community, which gives them the opportunity to engage in activities in larger groups. Therefore, children are developing their social skills as they learn how to build friendships. These skills help children to become ready for their next stage of learning. The childminder builds the confidence of children who speak English as an additional language and liaises with other professionals, as necessary, so they make progress.

Children ride bikes and chase a ball around the garden, developing their physical skills and coordination. Children are beginning to show recognition of print and that it has meaning. For example, they enjoy looking at books and can retell stories. The childminder promotes children's counting skills through the daily activities. However, there is scope to create a language and number-rich environment to promote early literacy and numeracy skills further. Children enjoy playing on toy laptops; they use the mouse appropriately and follow the instructions, which enhances their skills in using technology. The childminder supports children with special educational needs and/or disabilities. She works with other agencies to ensure she is meeting the individual needs of the children. As a result, all children are supported in making good progress over time, given their starting points.

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

The childminder has not maintained records of the hours of children's attendance, which compromises their safety. However, she supports children to understand how to keep themselves safe. For example, when a child stands on the seat of a bike, she asks him to get down and explains how he could fall off and bump his head. The childminder offers the children praise and encouragement for their efforts. For example, children make models with bricks and smile with pleasure as the childminder admires their work. This enhances children's confidence and self-esteem. The childminder meets the care needs of individual children and has a supportive nature. For example, she supports them through toilet training and offers comfort and reassurance when they have a toileting accident. Therefore, children feel confident in her care.

Children are cared for in a warm, welcoming, homely environment where good relationships are established. They interact with the childminder confidently and affectionately. The childminder shares the children's day with parents through the use of a

communication book, which creates a consistent approach. She gains knowledge of children's needs and interests from the parents before they start. Consequently, she has a good understanding of the care they need to feel safe and secure in her care. The childminder prepares children for their next stage of learning by encouraging them to put on their own shoes and to wash their own hands, as well as building their confidence and independence. However, there is scope to improve the organisation of the resources so children's independence can be enhanced further because the toys are in a closed cupboard, which hampers children being able to choose for themselves.

Children have continuous access to the outdoor area, which means they have regular access to fresh air and many opportunities for exercise. The childminder encourages and supports children to wash their hands before eating, which supports good hygiene procedures. The childminder provides children with healthy snacks and freshly cooked meals, and ensures mealtimes are a pleasant, sociable time as they all chat together. The childminder undertakes activities with the children to support their understanding of a healthy lifestyle, such as making fruit kebabs.

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

The childminder is clear on the adult-to-child ratio requirements and ensures that she cares for the correct number of children at any one time. However, she has not kept records of children's hours of attendance up to date. Therefore, children's safety and welfare are compromised. This means that a requirement is not met on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The childminder considers the risks to children and puts appropriate procedures in place to minimise them. For example, when the childminder collects children from school they all wear high-visibility vests so they are easily identifiable, and younger children are in prams or on reins. The childminding premises are safe and secure as the childminder checks each area daily and removes any risks. The childminder cares for children over a wide age range and she has considered the individual needs of the different children. For example, older children will complete homework tasks while younger children engage in play-based activities. The childminder has recently attended safeguarding training to keep her knowledge and understanding of the signs and symptoms of abuse up to date. This enables her to swiftly identify and report any concerns about children should the need arise.

There are effective systems in place for tracking children's progress and planning for the next steps in their development. This helps the childminder ensure that all children make good progress and that all areas of learning are covered. The childminder works with the local authority and other childminders to reflect upon and improve her practice. The childminder gathers the views of the parents, which enables her to consider the views of others when identifying improvements. The childminder holds a relevant early years qualification at level 3, which gives her a good understanding of how young children learn. She uses this knowledge to support children's continued progress.

The childminder strives to provide a welcoming environment for parents where they have

regular opportunities to exchange information with her. She shares her written policies and procedures with parents to make them aware of her practices. Parents comment positively in the learning journals and questionnaires about the relationship their children have with the childminder and the wide range of activities she provides. The childminder has a good understanding of the importance of liaising with other early years provisions to support continuity in children's learning. She works alongside the local schools and continues their topics to extend children's learning. The childminder works with a range of other professionals to support the individual needs of children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of children's hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of children's hours of attendance (voluntary part of the Childcare Register).

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	EY369903
Local authority	Stockport
Inspection number	973267
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	22/01/2009
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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