

Inspection date

Previous inspection date

09/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 develops good relationships with children and their families on their transition to the setting. As a result, children settle in well and make secure attachments to the childminder.
- The childminder has developed a robust system to accurately track children's progress and understands the individual needs of all children. Therefore, children make good progress in all areas of learning.
- The childminder is committed to providing support to meet the emotional needs of children. She listens to the voice of children and includes them in planning their own learning environment. Consequently, children are offered an inclusive approach to their learning.
- The childminder demonstrates a clear commitment to the safety of all children. She includes children in discussions about their safety. As a result, children learn to manage their own risks in a safe and secure environment.

It is not yet outstanding because

- There is scope to further enhance younger children's ability to make connections in their learning, particularly with the resources that are available to them.
- There is scope to enhance children's ability to make best use of all learning opportunities, with particular reference to visual displays.

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 carried out a tour of the setting.
- The inspector observed activities taking place in the indoor and outdoor environment.
- The inspector sampled a range of documentation, including policies and procedures and children's records.
- The inspector looked at the learning journey records of children who attend the setting.

Inspector

Rebecca Stead

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged nine and six years in Great Sankey, Warrington in Cheshire. The whole of the ground floor and a bedroom on the first floor of the house are used for childminding. There is an enclosed garden for outdoor play. The family have a budgerigar as a pet. The childminder attends a toddler group, activities at the local library, and parks on a regular basis. She collects children from the local schools. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder currently has three children on roll, all of whom are in the early years age range. The childminder speaks Russian and caters for Russian-speaking children of all ages, to try and preserve their Russian culture. She operates a bilingual service where all children will be supported in their use of Russian and English, however, the childminder is also open to children and families of other nationalities. She holds a teaching qualification gained in Russia and a level 2 certificate in supporting teaching and learning in schools.

What the setting needs to do to improve further

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

- enhance opportunities for young children to make connections with what they choose to play with, for example, by labelling accessible drawers with pictures
- extend the opportunities for children to make best use of resources for learning, for example, by ensuring that visual displays are at child height and able to be seen by all children.

Inspection judgements

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

The childminder has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. Therefore, children make good progress towards the early learning goals. This is because the childminder has a good knowledge of each child's needs. She carefully observes children and links the observations to the seven areas of learning, enabling her to recognise their next steps in learning. The childminder uses this information to plan activities that are purposeful and developmentally appropriate for all children. For example, the childminder recognises that a child needs further support in gaining an understanding of colour. With this in mind, she provides children with age-appropriate books and games, enabling her to discuss colour with children. As a result, children's critical thinking skills are challenged as they learn

through play. The childminder provides a service to Russian families in the area, who wish for her to teach their children both English and Russian vocabulary. The childminder considers the needs of families and provides them with a bilingual service. For example, she reads to the children in English and Russian, using repetitive words. As a result, children benefit from learning dual languages.

The childminder ensures her teaching is rooted in a good knowledge of child development. This enables her to provide activities with good levels of challenge for the age, need and ability of all children. She offers a good balance of child-led and adult-initiated play. She observes children as they play and intervenes appropriately to challenge and extend their learning. For example, children are provided with an electronic interactive game. Children work together to catch aliens, which hide in their holes. The childminder recognises when to intervene, to teach children about numbers. She asks children to count the aliens and they successfully count to 10. Consequently, children are learning about ordering numerals up to 10 as they play. Children freely access fuzzy felt games, small world figures and construction games. Consequently, children use their imaginations as they role-play, construct and create pictures with the fuzzy felt.

The childminder plans an activity for the children, which she says they all enjoy. She provides playdough and a wide range of resources, such as cutters and mini-beast figures. The childminder discusses where butterflies live and asks children how many eyes and antenna they have. Children display the characteristics of effective learning as they play. They concentrate and think critically, while they express their own creativity. As a result, children are developing an understanding of the world around them and gain skills in mathematics. With this in mind, children are well supported to acquire the skills and dispositions they need for their next stage of learning.

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

Children are happy and settled in the homely environment provided by the childminder. She displays a warm, positive approach, which enables her to develop close bonds with all children. For example, the childminder has put in place robust settling-in procedures. She offers home visits and shares information with parents in their home language. As a result, children who are making their transition to the setting, settle in well. This, additionally, gives them a sense of security and confidence to learn. The childminder is a good role model for children. She approaches behaviour management in a calm, positive and consistent manner. The childminder recognises children's achievements and provides consistent verbal praise and rewards. She uses visual resources, such as feelings charts and displays. However, there is scope to improve the accessibility of visual displays, in order for children to be able to interact with them, as they are placed too high for children to use them.

The childminder is fully committed to promoting the emotional well-being of all children in her care. She works with a strong ethos, to support children's well-being, using the Reggio Emilia approach. For example, the childminder places great value on emotional and creative intelligence. She values free thought and the individuality of all children. With this in mind, she encourages them to independently plan their own environment, through a

continuous provision of free-choice play. Children have access to resources from labelled drawers, in both the English and Russian language. The childminder uses these labels to teach English and Russian to the older children, who attend the after school provision. However, there is scope to provide picture labels on these boxes, so that younger children benefit from recognising what is available for them to play with. Conversely, children do benefit from an inclusive approach, where choice and independence is of utmost importance. Consequently, children are becoming emotionally prepared for their next stage of learning.

The childminder fully understands her responsibilities in planning a safe and healthy environment for children. The premises are safe, accessible and well maintained. There are good measures in place to ensure any hazards are recognised and dealt with, so risks are minimal. The childminder makes children aware of any hazards, through discussion. As a result, children make informed decisions about their own safety. Children are encouraged to take care of the environment in which they play. For example, the childminder sings tidy up songs, to motivate the children to clear away their toys and games. As a result, children work together and consider others, as they put resources back in the correct coloured boxes. The childminder encourages children to have continuous outdoor play and they have access to the garden for most of the day. Children eat fresh fruit and drink fresh water as they have a tea party on a picnic blanket in the garden. They care for pet snails, which they have housed and the childminder discusses what snails need to keep them alive. As a result, children learn about nature, life cycles and healthy outcomes are promoted.

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

The childminder demonstrates a good knowledge of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. This is because she attends regular training, enabling her to implement robust policies and procedures. She is fully aware of her responsibilities to safeguard children. For example, she recognises the possible signs and symptoms of children who are at risk and who to report any concerns to. The childminder ensures children are kept safe by close supervision and keeping her home safe and secure. Consequently, children can be confident to achieve in a safe learning environment.

The childminder is proactive in seeking advice and support from her local authority consultant, to help her monitor and improve the quality of her provision. She recognises her strengths and identifies any areas for improvement and acts on them accordingly. She shares this information with parents and values their opinions and comments. In addition, she has created a bilingual planning and information board to share with parents. Consequently, the contributions of parents are valued and enable the childminder to further enhance her provision.

The childminder demonstrates a good knowledge and understanding of child development and the learning and development requirements of the Early Years Foundation Stage. For example, she is beginning to develop a system for monitoring and tracking children's

progress and she completes summative assessments ready for children's transitions to school. The childminder shares this information with local schools, demonstrating a good awareness of the importance of partnership working with other professionals. As a result, children benefit from continuity in their learning and care. The childminder is committed to reflecting on the environment which she plans for children. She values the voice of children, ensuring she seeks their opinions and suggestions. Consequently, children benefit from an inclusive environment and make good progress.

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	EY470957
Local authority	Warrington
Inspection number	947904
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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