

Inspection date	07/08/2014
Previous inspection date	21/01/2010

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

- Teaching is good because the childminder has a good awareness of how young children learn. She uses play and planned activities that engage children and build on their individual interests. This supports them to develop positive attitudes to learning.
- Children thrive, due to the caring nature of the childminder. They are supported in their play and consequently, are happy and keen learners in the safe and secure home.
- The childminder understands her role and responsibility to protect children and the action to take if she is concerned about a child's welfare. As a result, children are safeguarded well.
- Partnership working with parents is good. Parents are successfully involved in their child's learning and they are kept fully informed of their child's ongoing achievements.

It is not yet outstanding because

- There are fewer opportunities offered in the outdoor environment for children to extend their knowledge and understanding of letters and numbers through daily activities.
- There is room to extend the opportunities given to babies to be active explorers.

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.
- The inspector observed the childminder while she interacted with the children.
The inspector checked evidence of suitability of adults living on the premises and
- looked at the childminder's documentation, including her policies, procedures and risk assessments.
- The inspector took in account the views of parents from available written evaluations.

Inspector

Donna Birch

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son and 15-year-old daughter in Warrington. The lounge, kitchen and a playroom on the ground floor is used for childminding, as well as the bathroom on the first floor. The rear garden is available for outdoor play. The childminder walks to toddler groups and is able to take children to and from the local pre-schools and schools. The family has a dog as a pet. There are currently five children on roll who are all within the early years age range. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment even further, by adding more letter and number resources to deepen children's understanding of these concepts
- provide even more natural and open-ended resources for babies, so they can explore using all their senses.

Inspection judgements

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

Teaching is good, because the childminder knows the children very well and plans a wide range of interesting and challenging experiences, that meet children's individual needs. These activities and experiences have breadth and depth across all areas of learning. The childminder makes good use of available early years documentation, to make regular assessments of children's learning, and she uses this information to highlight and address any emerging gaps in their development. As a result, children are making good progress in their learning and are supported in acquiring the skills and attributes needed for future learning at nursery or school.

The childminder compiles regular progress reports, which she shares with parents. The childminder is very aware of the requirement to complete the progress check for children, aged between two and three years and completes this at the appropriate time. Attractive, well presented learning journal records are highly informative, with photographs and written information about each child's experiences. The childminder shares these with parents, and they understand they can view these at any time and frequently add their own contributions. Daily diaries and discussions provide parents with information about their children's care and highlight learning that has taken place that day. This provides an effective two-way exchange of information between the childminder and home. As a

result, parents are fully informed about their children's learning.

Children's physical development is well supported. For example, they use their small muscles to manipulate playdough and show good control in using equipment, such as rolling pins and cutters. There is also opportunity for children to develop their large muscles as they play in the garden on the slide, see-saw and bicycles. Additionally, children enjoy frequent outings in the local community.

The childminder positively interacts with the children, to focus and gain their attention and enhance their learning. The children excitedly engage with her during a music session. The childminder follows the children's lead and encourages them to express their ideas by asking them lots of open-ended questions. Additionally, children's language and vocabulary is extended as they discuss the different sounds each instrument makes and which song is their favourite. Children actively extend their ideas by writing about their favourite songs and stories, this is supported by the childminder, as she provides them with resources, such as, pens, pencils, crayons and chinks. However, there are fewer opportunities available for children to explore letters and numbers as part of their daily outdoor play, so that they can build on what they already know and develop a wider range of skills, in readiness for school when the time comes.

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

The childminder works closely with parents to sensitively settle children into her care. She has meaningful initial discussions with parents and they complete an All about me document for their child. The childminder uses this and her own observations to help her understand each child's likes, dislikes and routines. The childminder gets to know each child well, enabling her to support their individual needs. She is warm, caring and affectionate towards the children and they develop secure and trusting relationships with her, which supports their emotional well-being. They clearly feel happy and comfortable with her and confidently express their needs to her. These are quickly and gently addressed by the childminder.

The childminder is an excellent role model for children. She uses clear and consistent strategies to manage behaviour and always offers children explanations for any unwanted behaviours. Therefore, given children's stages of development, they behave extremely well. The childminder supports children's awareness of keeping themselves safe. For example, she involves them in regular evacuation drills, and discussions about road safety, while out and about, further contribute to children's understanding of keeping themselves safe. Children have access to a wide range of resources that are safe, clean and age appropriate. However, there is scope to further extend the use of more open-ended and natural resources, in particular for babies, to allow them even more opportunities to be active explorers and further enhance the use of their senses.

The good health of children is successfully supported by the childminder. She gives clear messages about the importance of leading healthy lifestyles. For instance, the childminder provides children with fresh fruits and vegetables as part of main meals and snacks. They benefit from fresh air, because she ensures children have daily access to the outdoors and

enjoy regular outings in the local community. The childminder involves the children in gardening activities, such as digging and pruning plants. As a result, children's knowledge and understanding of the natural world is extended. Children manage their personal hygiene well, according to their age and stage of development. For example, children access the toilet and wash their hands independently. They also have their own labelled towels to use, and this limits cross infection and protects their health even further. Additionally, nappy change routines are carried out according to children's individual needs and are hygienically managed.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She uses effective risk assessments to minimise possible hazards to children in the, home and on outings. This makes sure she always maintains a safe environment for children. This is supported by effective levels of supervision and appropriate use of safety equipment, such as stair gates and door locks. The childminder maintains effective records for each child. She has completed safeguarding training and she is aware of the signs and symptoms that would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. This means she knows how to help protect children from potential harm. There is a clear safeguarding policy, which also provides guidance on the use of mobile phones and cameras. The childminder routinely checks the identification of visitors and keeps a written record of them. She is aware of her responsibilities when administering medication and holds a valid first-aid certificate. She fully understands her role in protecting children. For example, all members of her family have had suitability checks carried out. The childminder's good documentation is well-organised and easily accessible ready for inspection and underpins her practice well. This, together with a good range of policies and procedures, means that children are well protected.

Since her last inspection, the childminder has shown a dedicated approach towards improving her practice and providing good quality care and education for all the children. For instance, she has gained an early years qualification at level 3 and is using the knowledge learnt to help her make positive changes to her setting. She has a good knowledge of observation and assessment and uses this well to plan effective educational programmes for all areas of learning. Children are motivated as they take part in meaningful learning experiences, tailored to their individual needs. The childminder monitors the curriculum, to ensure it is sufficiently challenging. She tracks children's development across all areas of learning, as they make progress towards the early learning goals. The childminder has attended training and demonstrates a desire to drive forward continuous improvement to the service she provides. She reflects on her own strengths and weaknesses and seeks the views of parents, children and other professionals to support her practice. As a result, parents and children feel involved and listened to.

The childminder has strong links with the local pre-school, which has a positive impact on

ensuring consistency and continuity of children's care and learning needs. Partnerships with parents are very strong. The childminder takes time to get to know the children's families and keeps them fully informed about their child's day by means of a daily diary and regular discussions at drop off and collection times. The childminder works closely with parents to ensure that the move period from home to her setting is as smooth as possible. She gains information from parents about children's starting points, which she uses effectively, in order to support children's individual needs. There are good systems in place to ensure that effective communication is an important ongoing process. This is used well to help parents to understand about their children's progress and to develop a shared approach to children's care. As a result, children are well cared for in line with their individual needs, which effectively promotes their health, safety and well-being. Written and verbal comments clearly demonstrate that parents are very happy with the care and education that the childminder offers their children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	502609
Local authority	Warrington
Inspection number	870712
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	21/01/2010
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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