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| <b>Inspection date</b>   | 15/09/2014 |
| Previous inspection date | 15/05/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | 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            |                         | 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 attends training courses frequently to extend her knowledge of children's development. This helps her to continually improve on her good quality provision.
- Children are secure and develop strong attachments to the childminder, which means that they are settled and ready to learn.
- The childminder has sound knowledge of safeguarding procedures and therefore, acts appropriately to make sure that children are protected.
- Partnerships with parents are strong. Consequently, some relevant information is shared and children benefit from continuity in their care.
- The childminder has a good understanding of how children learn. She plans and delivers the educational programme effectively, so all children make good progress in their learning and development.

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

- The very good numeracy provision indoors and outdoors, is not fully extended to literacy provision.

## 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 downstairs rooms and the outside learning environment.
- The inspector discussed a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector took account of views of written statements from parents.
- The inspector held a meeting with the childminder and spoke to her during the inspection when appropriate.
- The inspector looked at documents and checked Disclosure and Barring Service documents for her husband.
- The inspector gave feedback to the childminder.

## Inspector

Yvonne Holt

## Full report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and seven years, in Macclesfield. The whole of the childminder's home, with the exception of the main bedroom, is used for childminding. There is a dedicated playroom leading onto an enclosed garden for outdoor play. The childminder is currently minding four children in the early years age group. The childminder collects children from the local school and attends several toddler groups on a regular basis. 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:

- extend the educational programme for literacy further in the outdoor area by, for example, creating an outdoor environment rich in print to provide additional opportunities for children to see and recognise familiar words and signs.

## Inspection judgements

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

Children make good progress because the childminder knows the children well and provides learning opportunities that match each child's stage of development. The childminder has a good understanding of how to provide for different levels of need and enhances activities accordingly. This ensures that all children reach their fullest potential in their learning and development and acquire the skills and dispositions they need for their future learning and school. The childminder is enthusiastic, motivated and interacts well with the children. This means that children are happy and engaged in their learning. The childminder makes regular observations and assesses children's progress effectively, using this information to identify their next steps in learning and plan for their future development. This ensures that all areas of learning and development are provided for. There is a skilful balance of child-initiated, focused and adult-led activities, which are purposeful and provide good levels of challenge and stimulation. For example, jigsaw puzzles are made up of different pictures and shapes enable the childminder to encourage the use mathematical language. They discuss the pictures they see and the childminder uses lots of language to extend children's vocabulary, which supports their communication and language. The childminder is enthusiastic when she works with children and gives lots of praise to them as they achieve. Routine times are used as learning experiences. For example, while making snack, the childminder gives each child the opportunity to select and cut up their own fruit. This promotes children's independence and promotes the development of their fine motor skills.

The childminder provides a warm, welcoming and child-friendly environment. The playroom and outdoor area provides a wide range of quality resources to promote and extend children's learning. These are easily accessible to children to support them with making choices according to individual interests. Children are developing their early writing skills as they make marks with water outdoors using a variety of different sized brushes and rollers. This helps children to develop their early writing skills and gives them opportunities to develop their large muscles as they experiment with different tools. However, the childminder does not take every opportunity to develop children's literacy by providing reading resources outdoors, which does not promote their understanding to the maximum potential. The childminder actively promotes children's imaginative play as she plays alongside them, encouraging them to pretend cooking and baking during sand play. The childminder takes the opportunity to further support language skills and counting skills as children talk about what they are doing. This results in children being happy, confident, active learners, who are gaining the necessary skills to support their future learning.

Children's learning stories contain comprehensive, detailed information relating to their starting points and progress using a robust monitoring and tracking system. Parent partnerships with parents are good and the childminder involves them well in their child's learning. A regular newsletter provides detailed information relating to what children have been doing, which parents can use to extend their learning at home. Information from parents is used to further support planning for the next steps, resulting in the individual needs of children being well met.

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

Children's emotional development is promoted well as they develop secure, trusting relationships with each other and the childminder. She makes sure that she finds out about children's preferences and their daily routines by gathering good information from parents. Good settling-in procedures, tailored to each child's needs. Parents are encouraged to stay with their children at the settling-in visits until their children are confident to remain at the setting alone. This means that the move between home and the childminder's home is a positive experience. For example, she encourages parents to bring a child's favourite toy from home, which helps to promote children's sense of security and belonging.

Children's safety is given priority as the childminder ensures her premises are secure. Daily checks of the premises ensure children play in a safe and clean home. The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, the childminder talks to children about opening and closing the door to outdoors and the step down into the lower garden is carefully negotiated. Consequently, children gain an understanding of the dangers of climbing steps and learn to negotiate them safely. Children are taught to wash their hands after messy play and toilet visits and before snacks. The childminder ensures children are familiar with these everyday routines. For example, children know where to go to wash their hands using their own specific towel and where this is kept. The childminder promotes children's health and well-being

effectively through the provision of healthy snacks and meals that reflect her healthy eating policy. She works closely with parents to find out about any food allergies children may have and to gain knowledge about portion size, appetites and food routines. The childminder helps children to develop their understanding of healthy eating well. For example, she sits with children at snack times and lunch times and discusses what they are eating and why this is good for them. For instance, the childminder encourages children to choose and help themselves to a variety of foods. They talk about these and how different fruit and vegetables help to make us strong and how milk helps us to have strong teeth and bones. This way children learn to make healthy choices independently. The childminder encourages children to put on their own outdoor clothing and teaches them about right and left when putting on their shoes. Because of this, children learn about health and hygiene as they develop their independence and self-care skills. This develops their confidence and equips them well emotionally for their future learning and move to school.

The childminder has clear expectations for behaviour and maintains a consistent routine each day, which children become familiar with. As a result, young children behave well as they receive good support and gentle reminders from the childminder. Children learn to respect each other, for example, they are encouraged to take turns and to be careful of one another while moving around the indoor and outdoor environments. Suitable, safe resources are available at the children's level and they access them confidently. The toys are age-appropriate and reflect children's interests. All the resources are labelled clearly with text and pictures. This ensures children are able to select their resources independently and further develop a high level of independence.

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

The childminder demonstrates a clear understanding of her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. She meets all regulatory requirements, such as keeping records of children's details and carrying public liability insurance. The childminder has a strong knowledge of the safeguarding and welfare requirements and knows how to protect children. Attending training means that she is able to recognise any concerns arising from unusual children's behaviour or appearance. She is clear about what needs recording and reporting. The childminder also has clear processes recorded about who to contact in the event of an allegation made against her or other concerns about child protection. Effective risk assessments are completed regularly covering all aspects of the provision. These are used well to identify and minimise any hazards in the home and on outings and trips. All documentation required to effectively safeguard children and support their welfare is in place and up to date, including children's details and attendance records. The childminder holds a current first-aid certificate and keeps written records of all medication administered to children. This means that children's welfare is promoted well. Appropriate information is displayed for parents, such as Ofsted contact information and the allegations procedure.

The childminder has strong links with other registered childminders. She understands

about partnership working when children attend other settings to ensure that their care and learning are broadly complemented and supported. The childminder is committed to offering good quality care to children and their families. She reflects on her practice and seeks feedback from parents and other childminders. This means that the childminder is able to sustain a successful learning environment and adapt her practice to meet the needs of the children in her care. The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses clear observation and assessment and demonstrates a good knowledge of the characteristics of learning. As a result, children make good progress. The enthusiasm, commitment and drive of the childminder result in the provision of a warm, welcoming, safe, stimulating environment where they can thrive. An effective self-evaluation process is developing well where strengths and areas for development are clearly identified. This promotes an ethos of continuous improvement to ensure the standard of quality childcare provision is maintained.

Partnerships with parents are strong and a parent questionnaire and newsletter promotes this with the opportunity for them to contribute to continuously improving quality of provision. Daily routine information informs parents of the types of activities, foods and outings, which children experience during their time with the childminder. Information is gathered from parents relating to children's likes and dislikes. The requirement for progress checks for children between the ages of two and three years is understood and shared with parents. As a result, children's individual needs are well met. Partnerships with schools and other professionals are well developed, which ensures good quality care for children at this setting.

### **The Childcare Register**

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|--|------------|
| 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. 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

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY304933      |
| <b>Local authority</b>             | Cheshire East |
| <b>Inspection number</b>           | 856571        |
| <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>  | 4             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 15/05/2009    |
| <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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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