

Inspection date	25/09/2014
Previous inspection date	14/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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

- Parent partnerships are established. They receive regular updates on what their children have been doing and the progress they are making.
- The childminder has formed warm, positive relationships with children in her care. Consequently, all children are settled, happy to play and learn.
- The childminder has a sound knowledge of safeguarding and understands how to keep children safe.

It is not yet good because

- The childminder does not have an up-to-date knowledge and understanding of first aid. As a result, she is in breach of requirements of both the Early Years Register and both parts of the Childcare Register, and is unable to provide the most up-to-date treatment in the event of an emergency, this potentially puts children at risk.
- The childminder does not make effective use of observations to plan activities that support next steps in children's learning and enable them to make good progress.

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 play room, dining room and the outside learning environment.
- The inspector held discussions with the childminder and spoke to children at appropriate times during inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and everyone in the home.
- The inspector took account of parents views in the setting's own parent survey.

Inspector

Michelle McMaster

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and her child in a house in Sandbach, Cheshire. The whole of the childminder's home is used for childminding. She collects children from the local schools and pre-schools. There are currently eight children on roll, seven of whom are in the early years age group and they attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and 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 meet the requirements of the Early Years Foundation Stage the provider must:

- obtain a paediatric first-aid qualification
- make effective use of observations to ascertain children's level of achievement, interests and learning styles; shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

Inspection judgements

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

Children are settled, happy and eager to learn through play. They make the most of the rich learning environment provided by the childminder by engaging with the resources accessible to them. The learning environment supports all areas of learning in the Early Years Foundation Stage. Children make decisions in their play and explore freely round the familiar environment. They are confident to ask for activities not readily available to them such as more creative resources or to go outdoors. The childminder listens and responds enthusiastically. This demonstrates that the childminder forms warm, positive relationships with the children in her care.

The childminder has some knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder liaises with parents when children first join the setting, to get to know them and establish children's interests. She observes them during play to identify where the children show interest, likes and dislikes and uses this information to plan activities for children. However, the childminder does not evaluate these observations to establish their stage of development to plan for the next steps in their learning. Consequently, she does not plan effectively, children do not make the best progress and developmental delays may not be identified. The childminder uses a themed

approach, devised from children's interests. For example, a child has an interest in sea creatures, the childminder extends children's learning by using under the sea as a theme to introduce activities and experiences for children. Teaching is adapted to suit children's stage of development. For example, making pictures using glue and different types of materials, older children select resources and create their pictures independently, while younger children are supported to make choice and use tools to create pictures. The children are supported by the childminder in their learning and she is enthusiastic, as she encourages them to have their own ideas, make predictions and learn new skills. The childminder supports children's imaginary play by providing developmentally appropriate resources and engages in their play. For example, she sets up a restaurant and supports children to take on the role of waiter and guest. She uses questioning techniques to help children develop their thinking skills and to maintain interest during play. For example, children are building a train track and she asks questions about who the characters are and introduces some problems for them to solve, such as a broken down train. Consequently, children are motivated to take part in activities, learn and practice new skills.

Parents are involved in their children's learning through regular communication from the childminder. They are provided with daily books outlining the activities children have participated in, often with photographs. Parents have opportunities to get involved in their children's learning by contributing to children's learning journeys, daily books. This helps to ensure a shared approach to supporting children's development which leads to good quality outcomes for children. The childminder offers praise appropriately and this encourages the children to persist with their learning and take pride in their achievements. As a result, children show good levels of self-esteem and are confident to make transitions to their next stage of learning, such as the move to school.

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

The childminder forms warm, positive relationships with the children in her care. She gets to know the children and their families who attend the setting through building relationships. This begins with a settling in process involving stay and play sessions and the sharing of information, to meet the emotional needs of young children. Consequently, children settle quickly and are happy to play and explore the setting. The childminder promotes children self-esteem by encouraging them to make choices for themselves during play, adult-led activities and the food they eat. Children are well-behaved and well-mannered in the setting. This is because the childminder is a role model who displays good manners, offers explanations and praise. For example, she supports children to share resources by taking turns and explains that this is a fair way to play and be respectful to each other.

Children are supported to be healthy by being active and learning about the difference of health and unhealthy foods. They access the outdoors on a daily basis, using the childminder's garden and the field across the road. This supports them to make progress in their physical development. At snack time, the children are helped to develop an awareness of healthy eating because the childminder talks to the children about what they

are eating.

Children learn how to manage their own personal hygiene by washing their hands after going to the toilet, after messy activities and before eating. The indoor environment is well equipped with high standards of cleanliness and the childminder implements good hygiene practice to minimise the risk of infection. Children also learn safe practice. They take part in fire drills with the childminder. This helps to ensure they know how to respond swiftly in the event of an emergency. However, the childminder has allowed her first-aid qualification to lapse by four months. This means she does not have up-to-date knowledge of how to respond to emergencies quickly.

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

The childminder has a sound knowledge and understanding of how to safeguard children and she is confident in how to respond if she has any concerns. She has an e-safety practice in place restricting children access to the internet and television programmes. All members of the household are suitably vetted. The childminder undertakes daily risk assessments of the learning areas, equipment and for any outings. Accidents are recorded effectively and shared with parents, with regard to confidentiality. There is a system in place to administer medication as necessary. However, the childminder does not have an up-to-date knowledge and understanding of first aid. As a result, she is in breach of requirements of both the Early Years Register and both parts of the Childcare Register and is unable to provide the most up-to-date treatment in the event of an emergency.

The childminder does not evaluate observations effectively, to ascertain children's level of achievement, interests and learning styles. Therefore, the learning experiences planned for children do not fully support them to make good progress. The childminder does not demonstrate a good enough understanding to judge whether children are progressing well. She does not track children's ongoing progress in an effective way to identify any gaps in their learning and development. The childminder undertakes some self-evaluation of the setting and she seeks the views of parents and children. She recognises that she has training need to improve her knowledge on how to observe, assess and evaluate children learning and establish a more effective method of recording children's learning and development.

Parent partnerships are established. The childminder provide parents with relevant information regarding her setting including policies and procedures. She takes time daily to provide parents with the events of their children's day, sometimes with photographs and takes into account their views. Additionally, parents have access to their children's learning journals regularly. As a result, positive relationships are formed.

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:

- ensure that an appropriate first-aid qualification is held (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid qualification is held (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. 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	EY428930
Local authority	Cheshire East
Inspection number	870338
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	14/12/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

