

Inspection date	22/10/2014
Previous inspection date	14/12/2009

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

- Teaching is highly effective because the childminder understands how to promote children's learning. Consequently, all children make good progress and are well prepared for their next stage in learning, such as school.
- Children are very happy and settled in this homely setting. They have good attachments to the caring and attentive childminder. Consequently, children are confident as their emotional well-being is very well supported.
- The childminder has a good understanding of safeguarding procedures, and takes effective action to ensure the safety of her premises. This means that children are safe and secure while in her care.
- Parents receive clear information from the childminder about their children's care routines and the activities they have enjoyed, both verbally and recorded in diaries. This ensures they are fully aware of the care and early education their children receive.
- The childminder is highly proactive with regard to her professional development. She evaluates her provision to identify improvements and embraces training opportunities to enhance her knowledge and skills. This ensures that her working practices are up to date and that learning experiences for the children are continually enhanced.

It is not yet outstanding because

- There is scope to further extend children's thinking during adult-led activities to maximise their learning and development.

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 interactions between the childminder and children in the lounge, kitchen and playroom.
- The inspector carried out a joint observation with the childminder and discussed the learning benefits to the children of an adult-led activity.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, a selection of policies and procedures and the childminder's self-evaluation form and improvement plans.
- The inspector checked evidence of the childminder's qualifications and the suitability of herself and her family.
- The inspector took account of the views of parents spoken to on the day of the inspection and from information included in the childminder's parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in the Nantwich area of Cheshire. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The family has tropical fish, and a pet dog who has a kennel and enclosed run in the rear garden. The childminder attends local toddler groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder provides funded early education for two-, three- and four-year-old children. There are currently 20 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

What the setting needs to do to improve further

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

- extend opportunities during adult-led play activities, to further challenge children's thinking, for example, by using more open questions.

Inspection judgements

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

The childminder has a good understanding of how children learn and how to support this through her skilful teaching. She accurately assesses their levels of development, identifying appropriate next steps to challenge their learning further. The childminder then provides the children with a range of interesting and purposeful learning experiences. For example, she knows that an activity, such as making dough with the children, supports many areas of their learning. Physical skills are promoted through mixing, rolling and squeezing the dough. As the children take turns in adding the ingredients and mixing these together, they develop valuable social skills. Children use their listening skills in order to follow instructions, such as what ingredients to add next. In addition, mathematical understanding is extended through the introduction of measuring quantities of flour and salt. However, there is scope to further extend children's thinking during these activities, to fully maximise their learning and development. Assessment forms the basis of the childminder's daily planning, which is based on individual children's interests and next steps in learning. This results in the children being enthusiastic and highly motivated learners. Therefore, they make good progress in their learning and development and are well prepared for the next stage of learning, such as school.

The childminder promotes children's literacy development very well. A good range of books are available for daily story sessions and children are able to use these independently when they wish. These include both fiction and non-fiction and also support children to understand about their own and others' cultures. Printed words and labels indoors, support children's developing understanding that print has meaning. In addition, children select their favourite books and re-tell the stories to one another, including naming the title of the book. The childminder provides resources to enable children to draw and practise making marks and to make early attempts at writing. Mathematical development is equally well supported by the childminder. Children name the numbered keys on electronic toys and can identify the number which corresponds to their current age, and also name the number that they will be on their next birthday. When the childminder gets the cups ready at snack time, children are able to identify that there is one too many, correcting the childminder. This demonstrates that the childminder successfully weaves learning opportunities into daily routines, supporting children to make very good progress.

The childminder is very welcoming and friendly, promoting strong and open relationships with parents and carers. Parents contribute information about their children's skills and interests when they begin with the childminder. This enables her to get to know children's individual needs and personalities, and helps her to identify their starting points on which to form the basis of her assessments of their progress. The childminder shares daily verbal information with parents about their child's care and learning. In addition, she sends home a diary each week, which identifies specific activities that the children have been engaged in. This can also be used by parents to share information from home about their child's learning, or changing care needs. Parents take home their child's learning journal each term. This includes a developmental progress update and the next steps that she has identified for their child's learning. It also contains observations, photographs and examples of their creative work, to keep parents fully informed about what their child has been doing. The childminder is fully aware of the need to complete the progress check for children between the ages of two and three years, when appropriate.

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

The childminder has a good settling-in process in place which supports children of all ages to gradually integrate into her setting. This is flexible according to the individual needs of each child who attends, supporting them to happily settle into her home. It is evident that children feel very much at home as they are happy and confident to explore the environment. They play between the lounge, kitchen and playroom and know that they can move resources between these rooms. For example, when they decide to play doctors, the children fetch a blanket from the lounge to cover their patient who is in the playroom. This demonstrates that they are comfortable in their environment and that the childminder enables them to become active learners. Children spontaneously demonstrate their emotional attachment to the childminder, as they give her hugs and seek emotional comfort from her when they need this. Relationships with their peers also reflect that this is a very caring environment, as children hug one another and are kind and gentle with

those younger than themselves. The information which parents share with the childminder about their child's routines and care needs prior to starting, also supports children to settle and ensures that their needs are well met from the outset. Routines are clearly developed, supporting even young children to understand about meal times and rest times. This meets their physical requirements and enables them to be ready for active play and learning.

The childminder has a positive attitude to behaviour management, ensuring that children are aware of the expectations while in her home. For example, she has basic house rules which promote kindness towards one another and encourage them to take care of the toys and their environment. Children are also confident to tell one another when they are doing something which they know is wrong, or that they do not like. Consequently, children are well behaved, as they learn about respecting their environment, one another and adhere to appropriate boundaries. Attendance at local community groups provides opportunities for children to meet up with larger groups of children and to develop their social skills. This, alongside the development of their independence, literacy and numeracy skills, helps prepare them for the transition to school, when the time comes. The indoor and outdoor environments are very well resourced and children select resources independently as they initiate their own play. Resources support all areas of learning, are of good quality, and appropriate for the age range of children attending the setting.

The childminder encourages the children to eat well, supporting them to try new foods to broaden their tastes. Meals and snacks include a variety of fresh fruits and vegetables, which support children to understand about foods which are healthy. Physical exercise is promoted well through outdoor play in the childminder's garden. She also visits local parks and attends community groups, where the children have opportunities to use a wider range of large equipment. This supports children to develop a positive attitude towards exercise and provides them with opportunities to challenge their physical skills. Children learn how to keep themselves safe as the childminder provides clear explanations to them. For example, she explains why they should not run inside, or that they may fall and hurt themselves if they stand on chairs. She also enables them to take safe risks under her close supervision, such as when using larger equipment in local parks. Children's developing independence in self-help skills is supported well as the childminder enables them to address their own toileting and hygiene needs as soon as they are able. Children also feed themselves during snack and meal times and put on and take off their own coats and shoes. Good hygiene routines are promoted through hand washing before eating and after messy play or using the toilet. Systems are in place for parents to share information with the childminder about any health or dietary issues the children may have, and there are thorough records for accidents and any medication administered to further support children's well-being.

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

The childminder is very professional and organised, ensuring that all of the documentation in place is completed to a high standard. She has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This results in children being safeguarded very well as the childminder has ensured that her premises and other places visited are safe and secure to protect children from harm. The childminder has a good awareness of the signs that may cause her concern about a child's welfare. She has undertaken child protection training and fully understands the importance of her role in protecting children and seeking help and advice should that become necessary. Parents are fully informed of her duty of care through effective policies and procedures, which are shared with them from the start of any care arrangements. The childminder undertakes comprehensive risk assessments for her home and all outings, and reviews these regularly to ensure that they meet the current needs of the children attending. She keeps her paediatric first-aid qualification up to date to enable her to attend to any medical needs appropriately. These measures help to ensure that children are well protected from harm.

The childminder uses her thorough knowledge of the learning and development requirements, and observations of children's learning, to assess their abilities and monitor their progress. This information, alongside their current interests, is used to plan next steps to extend their learning and development. As a result, children benefit from a broad range of planned experiences, which support them to make progress in all areas of their learning. The monitoring of children's progress has a very positive impact on the quality of the environment and the opportunities provided for the children. This reflects the childminder's commitment to achieving the best possible outcomes for the children. The childminder is fully aware of her strengths and areas of her provision which she can improve on. For example, she has identified that her garden as an area to develop further and has made plans to effect positive change to enhance the use of the garden for children's learning. Her commitment to developing her provision reflects her emphasis on placing the needs of the children at the heart of everything that she does. The childminder encourages parents to express their views on the care of their children and welcomes their feedback, to support her self-evaluation and continual development. Improvements are ongoing, to ensure that children make very good progress and enjoy their time in her care.

The childminder is highly committed to continuing her professional development through attendance at targeted training courses. For example, following training on 'toddler talk' the childminder places a stronger emphasis on the development of children's early language skills. It is evident that this has had a positive impact on the children in her care, as they are confident communicators who speak clearly and use a wide range of vocabulary. This is confirmed by parents who state, 'my child is now talking in full sentences since coming to the childminder'. Strong partnerships with parents are established from the outset of placements. This enables the childminder and parents to work together to support their child's progress and to meet their changing needs effectively. Parents share their happiness regarding the high level of care provided by the childminder and the good progress that their children have made while in her care. Ongoing information sharing ensures that all are well-informed, to meet the changing needs of the children. The childminder is fully aware of the importance of developing partnerships with other provisions that children may move on to, such as school, and the

importance of preparing children appropriately when moving on from her care.

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	EY313744
Local authority	Cheshire East
Inspection number	862141
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	14/12/2009
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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