

Inspection date	17/11/2014
Previous inspection date	29/04/2009

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

- Children form secure attachments with the childminder, which means they are confident, settled and keen to explore and learn.
- Children's learning and development is enhanced in the childminder's care and in their own homes. This is as a result of good working partnerships between parents and the childminder.
- The childminder makes sure that her home is safe and well organised so that children can easily select resources for themselves. She has a good understanding of how to safeguard children, which helps to protect them harm.
- The childminder has a secure knowledge and understanding of how children learn and develop, she carefully observes to assess their skills and interacts effectively to improve their learning. As a result, children make good progress.

It is not yet outstanding because

- The good outdoor learning environment does not fully cover all areas of learning equally. Consequently, children's creative development is not maximised during outdoor play opportunities.

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 taking place in the indoor and outdoor learning environment.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at documents of suitability for adults living in the home.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's learning records, the accident and medication record and children's information records.

Inspector

Yvonne Holt

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with her husband who is also a registered childminder. They live in Macclesfield and the whole of the ground floor of the property and one bedroom on the first floor are used for childminding. There is an enclosed garden available for outside play. The family has a pet cat. There are 22 children on roll, of whom eight are in the early years age range. All children attend on a part-time basis. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the outdoor provision so that children have a greater range of activities, covering all seven areas of learning, to promote even swifter development.

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 them well and provides learning opportunities that are suited to their individual stages of development. The childminder is enthusiastic, motivated and interacts well with the children. This means 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. The childminder records children's progress through observations and takes photographs of them as they play, to illustrate the activities they enjoy. She uses this information to identify their next steps in learning and plan for their future development. For example, she acknowledges children's early attempts at language and supports them well by repeating words back. She narrates their play for them and children listen attentively to her and respond to her gentle requests, therefore, fostering their communication and language skills. As a result of the childminder's good teaching, the children are acquiring the positive attitudes required for future learning. While reading a nursery rhyme book, she gives the children a turn at turning the pages. Children are eager to join in as the childminder leaves the endings for the children to finish as they say the rhymes together. This promotes children's love of rhyme and, therefore, early literacy skills are in place at an early age. Children are developing their early writing skills, as they make marks on chalk boards, and they have good opportunities to practise their physical skills as they ride on wheeled toys. This results in children being happy, confident and active learners who are gaining the necessary skills to support their future learning.

The indoor and outdoor area provide 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. However, there is scope to develop the outdoor even further extending the range of resources and activities to promote all areas of learning fully. For example, by increasing the range of activities that promote children's creative development. The childminder follows the children's interests as she plays alongside them with large model spiders, to promote their mathematical development. She encourages children to count how many legs the spiders have and teaches children about the wonders of the natural world as she talks to them about how many eyes spiders have. The childminder encourages children to choose their own books to read and she sensitively shows them how to place them back on the shelf correctly when they have finished reading them. This encourages children to persevere in an activity and develop confidence in their own ability. Children's hand-eye coordination is promoted further as children feed themselves with spoons. Small muscle development is encouraged as they learn to attach toys to each other by tying knots on pull along toys. This means children have the space and freedom to explore the resources provided for them in imaginative ways.

Partnerships with parents are strong and a good two-way flow of information is in place. Parents are included in their children's learning, as they regularly share current knowledge of their child's abilities. Verbal feedback and regular written feedback provides parents with detailed information relating to what the children have done during each day. Information from parents is used to plan for the next steps, resulting in the individual needs of children being well met. This good sharing of information ensures parents are fully involved in their child's learning. The childminder has a very good understanding of the assessment for children between the ages of two and three years. She provides a thorough and detailed account of children's levels of development and share this with parents in an appropriate and effective way. This means any additional needs or areas for concern are identified early. The childminder has provision in place for children with special educational needs and/or disabilities. She liaises with parents and other educators to ensure their needs are met correctly.

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

The childminder fully understands the importance of building positive relationships with parents to enable the individual needs of children to be met. Good partnerships are developed by communicating and sharing information. Parents are provided with details of daily routines and informed about what their child is learning. The childminder has a warm, friendly manner and seeks to find out about children's interests and needs from parents. This has resulted in children forming strong, secure emotional attachments with her. Consequently, children present as happy, settled, confident learners. The childminder responds to children's care needs without delay. For example, young children playing outdoors say their hands are cold so she makes sure they are wearing the right clothing to protect them, and when young children are thirsty drinks are immediately provided to quench their thirst. The childminder is building links with the local nursery and has strong links with the local school. She has a positive relationship with teachers and shares relevant information about children who are ready to move on or who attend both

settings, which helps to support children effectively in their transition into school life.

The bathroom area is easily accessible and is clean and safe, enabling children to use it independently. Children's personal care and their developmental needs are effectively supported and children clearly understand hand washing routines as they come out from the bathroom and say "Look! I have flushed the toilet and washed my hands". This means children are learning about health and hygiene and how to be safe from germs. The childminder regularly takes children out and about during the day. For example, they enjoy regular visits to the park and the library. When children play outdoors they have free access to large play equipment which is varied and supports children's physical motor skills. Children are developing their understanding of how to stay safe because the childminder teaches them how to climb steps safely and how to negotiate low level climbing equipment.

The childminder enhances children's confidence and self-esteem by praising them about how good they are and how well they do. Older children are encouraged to be kind and helpful to young children. For example, when older children notice that young children cannot do something, the childminder suggests that the older children teach them how to in achieve success. This provides older children with some responsibility and increases their self- confidence and self-esteem. The childminder supports children's personal, social and emotional development well. For example, younger children are beginning to learn that some things are theirs, some things are shared and some things belong to other people. They are encouraged to develop good manners and be polite. As a result, children's behaviour is good.

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 ensures children are safeguarded effectively because she has a good knowledge of the procedures to follow in the event of any concerns about a child in her care. She understands about informing Ofsted of any significant events or changes to household members. This means that children are kept safe and protected from harm.

The childminder is keen to provide the best quality care and learning for children and strives to continually improve her practice. She is committed to continuing her professional development and currently holds an early years qualification at level 3. The childminder has attended a range of training courses to update and enhance her knowledge and skills. She demonstrates a drive for improvement, and through careful monitoring and evaluation has identified areas for development and acted on them. For example, she has begun a new outdoor project to enhance messy play in the form of a mud kitchen. As a result, the childminder sets appropriate targets to improve learning opportunities for children.

The childminder recognises the importance of building close links with parents. She has

good working relationships with them and they regularly share information so children's individual needs are consistently met. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. For example, they write about how they are content to leave their children as they are happy and settled, and thank the childminder for all that she does for the children and their families. The childminder is clear about sharing information between settings when children attend more than one provision, which enables them to work together to support children's learning. She understands about the importance of carrying out the progress check at age two to assure early intervention if necessary. The childminder monitors the planning and delivery of the educational programmes. For example, she reviews the progress children make and evaluates the activities she provides to ensure she has an accurate understanding of their interests and skills. This helps her to monitor and evaluate children's progress to ensure they achieve in all areas of learning and to identify any gaps. Consequently, children are well supported in their care, learning and development.

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	304377
Local authority	Cheshire East
Inspection number	867533
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	22
Name of provider	
Date of previous inspection	29/04/2009
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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