

Inspection date	05/12/2014
Previous inspection date	15/06/2011

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

- Safeguarding children is at the heart of the childminder's practice. The childminder and her assistant have a good knowledge of their responsibilities to ensure children are kept safe and protected from harm. The implementation of robust policies and procedures successfully promotes children's safety and well-being.
- The childminder and her assistant have a thorough understanding of how to plan activities, which help children to learn and develop, based on their observed needs.
- Children are happy, sociable and confident, and thoroughly enjoy their time in a relaxed and stimulating home. They develop good relationships and close emotional attachments with the childminder and her assistant. As a result, they show high levels of self-esteem and security within the provision.
- Partnerships with parents and other early years providers is good and makes an effective contribution to meeting all children's individual needs. Self-evaluation is used well to continuously raise standards and drive improvement forward, for the benefit of children.

It is not yet outstanding because

- The childminder and her assistant have begun to explore their professional development opportunities, however, there is capacity to embed this further in order to enhance the provision for children's welfare and learning.

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 the childminder and her assistant engage in a range of activities and care routines with the children.
- The inspector held discussions with the childminder.
- The inspector took account of the parents' written comments about the childminding provision.
The inspector checked evidence of the suitability and qualifications of the
- childminder and her assistant, the self-evaluation form and a sample of policies and procedures.
- The inspector conducted a joint observation with the childminder.

Inspector

Janet Weston

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children in Crewe, Cheshire. The childminder works with an assistant. The whole of the ground floor is used for childminding. There is a rear and front garden available for outside play. The childminder takes children to the family allotment on a regular basis. They have a rabbit and a large number of fish, in the pond outdoors. The childminder attends childminding groups and children from the local schools. There are currently seven children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round, from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years 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:

- strengthen already good knowledge and skills, for example, by seeking out further opportunities for professional development and training in order to enhance learning outcomes for children.

Inspection judgements

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

Children are making good progress relative to their starting points. This is because the childminder and her assistant have a good knowledge of child development. Therefore, precise assessments of children's development are completed. The childminder skilfully gathers information from parents during settling-in visits, relating to children's needs and interests, and determines what they can already do. The childminder supplements this information as she and her assistant complete their own initial observations of children. As a result, children's unique starting points are clearly defined. The childminder then uses this information to help support children as they settle into the setting. Parents contribute to the planning process by providing verbal information. This further provides the childminder with information about interests and experiences away from the childminding setting, on an ongoing basis. This means that the childminder and her assistant are able to make precise and effective plans for children's learning together. Observations and assessments are accurately linked to the Early Years Foundation Stage and clearly detail the next steps in children's learning. Detailed tracking in individual learning files show children develop at a very good rate and any gaps in their learning are quickly identified. As a result, children are well supported for their next stages in learning and for their eventual move on to school.

The childminder monitors the breadth of the planning, so that she and her assistant provide a balance of educational activities that cover all areas of learning for children. The childminder organises the areas of learning well, to ensure they are fully accessible to all children. For example, clearly labelled, low-level trays and drawers, enable children to access activities of their choice, such as, small world and construction. This promotes independence and children can help themselves from a variety of different toys. The childminder and her assistant engage with children very well during their play. They support them in developing their communication and language skills as they ask a good range of open-ended questions, so that children can think creatively for themselves. For example, as children select pieces of track, the assistant challenges children to think about tunnels and why trains need them. The childminder instantly recognises when younger children show a particular preference for an activity and eagerly engages in playing peek-a-boo with them. This ensures that their activities are enjoyable. Therefore, they sustain children's interest. Children are developing their early reading skills because there is a good range of factual and fiction books for children to access. Photographs show children sitting comfortably and listening to stories that are read by the childminder and enjoying making marks with crayons further developing their early writing skills. Children often take part in sensory activities, such as playing with the wood shavings and natural items in the builder's tray. They have opportunities to learn about the natural world because the childminder provides activities for them. For example, how to handle living things, such as growing caterpillars and watching them change into butterflies. This teaches care and respect for living things, no matter how small.

Partnerships with parents are good. The childminder uses a variety of ways to involve all parents with their children's learning. As a result, a shared approach to children's learning is fully embraced. She demonstrates through discussion her commitment towards working in close partnership with other professionals as necessary. For example, before children move to another setting, their records are shared with staff at the new setting and she accompanies parents, if requested, when they attend parents' evenings. The childminder understands the need to complete the progress check for children between the ages of two and three years. The childminder and her assistant offer lots of praise as children try things out for themselves. They encourage children to persist with their learning and take pride in their achievements. For example, when trying to throw a ball into a box, the assistant gently moves the target further away, while encouraging children to concentrate and have a go. Therefore, children show good levels of self-esteem. The childminder's home is spacious. There is a playroom dedicated for children to use, which is warm and welcoming. Children are encouraged to be outdoors as much as possible. They often go on walks to the local school, parks and attend the childminder's allotment on a regular basis. This means children have many opportunities in the outdoor area to experience a rich environment.

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

The childminder and her assistant are extremely caring and attentive. Children are very happy and relaxed in their care and clearly have strong positive attachments with them.

They happily go to the childminder for comfort and reassurance. Parents speak very highly of the childminder and comment on how much their children like to come to the childminder's home. The childminder and her assistant act as positive role models and promote respectful behaviour, using appropriate explanations as required. This helps children to learn what is acceptable. Children learn how to take turns and share resources with support and clear explanations from the childminder and her assistant, when needed. Consequently, children are developing an awareness of how to behave and manage their own feelings. Children are kept engaged and interested in their activities and, subsequently, children behave extremely well and begin to learn about the consequences of their actions. The childminder discusses care needs and routines fully with parents prior to admission. As a result, children settle quickly and benefit from consistent care that meets their individual needs. This supports children to be emotionally well prepared for their next stage in learning.

Children learn about healthy lifestyles because the childminder provides access to fresh drinking water, and a range of nutritious food to try. This is further promoted through various discussions that help to raise their awareness of which foods are good for them. The childminder and her assistant make good use of going out on walks, to develop children's understanding of listening to and complying with instructions. This also helps to develop their awareness of road safety. Active play is encouraged well, with regular access to the garden and trips to the local parks and areas of interest. Children learn about good hygiene practices. They learn about the importance of washing their hands before snack and lunchtime. All children have their own towel for washing their hands, to prevent cross-infection. The childminder and her assistant praise children continually when they use lovely manners and say please and thank you. Children learn to show care and concern for living things and the natural world, as the childminder talks about living creatures and encourages them to care for the range of vegetables grown in their allotment. This complements children's knowledge of healthy living and eating, as photographs show children digging and planting with a variety of tools.

Children's work is attractively displayed in the playroom, which makes them feel valued and promotes their self-esteem well. Children learn skills of independence, for example, as they choose their own resources to play and help take responsibility for tidying up when they have completed a task or activity. Children's awareness of risks is promoted well as the childminder teaches children how to evacuate her home in the event of an emergency by regularly practising fire drills. As a result, their emotional well-being is promoted and they develop confidence skills needed for when they move on to school.

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

The childminder and her assistant have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have an excellent understanding of the procedures to follow in the event of any safeguarding concerns and are aware of the possible signs of children at risk. The childminder has a procedure in

place on the safe use of mobile telephones and cameras in the setting. The childminder's documentation is very well organised and easily accessible using a software system, which underpins her practice well. The childminder maintains suitable records for each child and these are stored securely. Appropriate records regarding minor accidents are kept and parents are kept well informed. A comprehensive range of policies and procedures, which all parents are made aware of, support the safe and efficient management of the setting. All members of the household are suitably vetted. Rigorous vetting and recruitment procedures also ensure that any assistants are suitable to work with young children. Robust induction processes ensure that assistants are fully aware of the setting's safeguarding policy and the importance of reporting any concerns. Supervision sessions are fully embedded to ensure assistants can provide consistently high levels of quality care. As a result, parents are confident in the childminder's ability to care for their children and keep them safe. The childminder and her assistant are aware of their responsibilities when administering medicine and both have a valid certificate in paediatric first aid, so that they can deal appropriately with any emergencies of this type. The childminder has risk assessments in place and conducts daily checks, which ensure any hazards in the home or garden are quickly and efficiently minimised.

The childminder plans a range of stimulating and varied activities and experiences for children across the seven areas of learning. The childminder routinely monitors educational programmes well and tracks children's progress to ensure they make good progress in their learning, which is shared with parents. She continuously evaluates on the service she provides, seeking the views of parents and children, to ensure she maintains ongoing improvements that benefit children. The childminder receives support from a local authority advisor and regularly attends local authority updates and training, which assists her in keeping up to date with requirements. However, even though the childminder and her assistant have begun to explore ways to expand their professional development, there are opportunities to strengthen their knowledge of ways to support children's learning and development, so that good practice can be developed further.

Parent partnerships are well established and the childminder works closely with parents to ensure their wishes are respected and home routines followed. She provides them with information regarding her policies and procedures. Written references from parents, state they feel extremely happy with the care and education that the childminder and her assistant provide for their children. The childminder creates an environment that is fully inclusive, welcoming, safe and stimulating where children enjoy their learning and grow in confidence. As a result, children receive a happy and enjoyable early years experience that helps them make the best possible progress for their future learning. In addition, the childminder meets up with other local childminder's to share good practice ideas. Children who will be attending school are effectively supported because the childminder shares with them a report detailing where children are in their learning. As a result, children benefit from a smooth move on to their next stage in learning.

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	EY410962
Local authority	Cheshire East
Inspection number	851141
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	15/06/2011
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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