

Inspection date

08/12/2014

Previous inspection date

05/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 are motivated to learn and interested in what they choose to do because the childminder successfully guides them, stimulating learning through play. This helps children develop their thinking and understanding.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. The childminder uses this information to provide interesting and stimulating activities and outings, which develop children's skills and knowledge.
- The childminder builds positive relationships with children and parents. As a result, children feel safe and secure, and parents are kept well-informed and involved in their children's care and learning.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the daily routine, to ensure children are kept safe.

It is not yet outstanding because

- There is scope to develop children's literacy skills further, for example, by encouraging them to write their name on their own creations.
- Children have fewer opportunities to see printed words and numbers in the outdoor area to consolidate their early literacy and numeracy skills to extend their knowledge further.

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 main playrooms and outdoor area.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records, planning documentation, a selection of policies and children's records.
- The inspector took account of the provider's self-evaluation documentation and improvement plan.
- The inspector checked evidence of the suitability and the qualifications of the childminder.

Inspector

Paula Kerrigan

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband, one young child and one adult child, in a house in Warrington, Cheshire. The whole of the ground floor is used for childminding and there is an enclosed garden for outdoor play. The childminder visits the local shops and toddler groups on a regular basis. The provision operates Monday to Friday, from 7.30am until 5pm all year round, except bank holidays and family holidays. There are five children on roll in the early years age range. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their already good early writing skills by, for example, encouraging children to attempt to write their own names on the pictures they make
- extend the educational programme for literacy and numeracy even further, for example, by enhancing the outdoor environment with different types of print, such as signs, posters and labels, so that children can learn about words and numbers as they play and investigate outside.

Inspection judgements

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

Children make good progress in their learning because the childminder has a strong understanding of how children learn and develop. Her knowledge of child development ensures that children are supported in the appropriate manner, in order to successfully be ready for school. The childminder has a good understanding of the prime and specific areas of learning and follows children's individual interests, which promote a unique experience. For example, language and communication skills are supported as the childminder demonstrates how to fit pieces of the jigsaw that show animals. She uses words which describe what the children can see and asks questions to underpin their understanding of the activity. The childminder slightly adjusts her speech to allow children to fully understand, teaching them new words and language. As a result, children make good progress in their learning. Children develop their early reading skills because the indoor play environment is rich in print and the childminder provides a good range of books for them to observe. She reads to the children with enthusiasm and encourages them to talk about what they see as they read together. Children develop their early writing skills as they make marks in the paint and when painting with water outdoors.

However, there are some missed opportunities for children to develop their already good writing skills when they create their own pictures. This is because the childminder does not encourage children to attempt to write their own names on their creations.

The childminder uses observations and assessments to inform her planning. She highlights the characteristics of effective learning, by encouraging children to be actively involved and concentrate for short periods of time. For example, when a child enquires about different colours, the childminder asks questions, such as, 'What does that match to?' and 'Show me what colour goes with that one?' to encourage children to offer their ideas and confirm their understanding. Children have many opportunities to engage in free play. The childminder plans adult-led activities in order to assess children's progress and extend their learning. She takes photographs of children engaged in activities and uses a daily diary to inform parents of their child's learning. The childminder uses initial conversations with parents, at the start of the childminding contract, to find out about children's development. This helps children to become settled quickly, ready for their learning.

The childminder provides a warm and welcoming environment. Children have opportunities to play with good quality resources, which are stored in tubs and cover the seven areas of learning. Children easily access the toys they wish to play with, this means they have opportunities to make independent choices. There is direct access to the garden from the playroom room and children go outdoors daily for fresh air. The garden is equipped with resources, which allow children to play freely. However, there are fewer opportunities in the outdoor area for children to experience highly stimulating learning. For example, children cannot see print in the outdoors, to consolidate their early literacy and numeracy skills. Children have opportunities to develop their physical skills through using the slide, wheeled toys, balls and going for walks to the local park. This promotes children's physical skills and their understanding of the natural environment.

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

The childminder knows children, their interests and care needs well. Her environment is friendly and welcoming, which helps the children to settle in with ease. Children are relaxed and contented because they have developed strong bonds and deep emotional attachments with the childminder. Children are reassured by her warm and caring manner. The childminder has a flexible settling-in process that enables the children to feel secure and form good attachments. This professional and individual approach is appreciated by the parents during this sensitive period. This means that firm and open relationships between the childminder and parents develop. The childminder has a good understanding of children's individual needs and care routines, which results in children feeling safe and emotionally secure in this home-from-home environment.

The childminder is very conscious of health and safety while with the children. Consistent routines mean that children effectively learn about self-care and personal hygiene. Children are beginning to understand the importance of good hygiene as they are reminded to wash and dry their hands carefully. Consequently, children remain safe and healthy. Children have many opportunities to develop self-help skills and to choose for themselves. For example, they decide which fruit to eat, and try to put their own shoes

and coats on before going outside to play. As a result, children become independent and confident. Children are encouraged to have healthy snacks and drinks throughout the day, for example, water and fruit. The childminder further encourages the development of the self-help skills in young children by encouraging them to feed themselves using cutlery at meal times. Consequently, children remain healthy and become active learners.

The childminder teaches children about acceptable behaviour and supports them in learning how to share and take turns. She takes children to groups and on outings, and as a result, children learn how to adapt their behaviour to different social situations. The childminder gives children lots of praise and encouragement, which builds their self-esteem and confidence, preparing them emotionally well for the eventual move to nursery and school. Children have an increasing understanding of how to keep themselves safe due to the childminder's consistent guidance. For example, they learn about road safety when on outings. The premises are clean, tidy and secure. She has robust written procedures and risk assessments in place, and checks the identity of adults who visit the home. This means that children are kept safe from harm. The childminder values the preparation needed to help move children into school. She supports them in this transition by arranging visits to school, liaising with school staff, and by holding focused discussions with parents. As a result, the move into school is as seamless as possible.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and meets them securely. She ensures that all unknown visitors who come into her home are checked for identification. She has all the required written policies and procedures in place and shares these with parents so that they are well-informed about how she organises her setting to keep children safe. The childminder understands that any persons aged over 16 years living in the home, have to be appropriately checked by completing a full Disclosure and Barring Service check. She has a very good understanding of the correct procedures to follow if she has concerns about the welfare of a child in her care. She understands the procedures to notify Ofsted of any changes in circumstance. The childminder ensures that she never leaves children unsupervised when they are taken out on visits and that she is always within sight or hearing when they are at her home. As a result, children are kept safe from harm and play in a safe environment. The childminder monitors children's educational programmes to ensure children make good progress. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage, using effective activities and resources to underpin this.

The childminder reflects on her practice and has successfully addressed the recommendations from her previous inspection. She evaluates her setting and as a result, she identifies her priorities for improvement and ensures that these benefit the children who attend. She obtains dietary and health information from parents to enable her to keep children safe. The childminder uses her observations and the planning of activities to ensure all aspects are covered in sufficient breadth and depth and links this to all the areas of learning. Therefore, the childminder constantly builds on opportunities to improve

her childminding service and learning opportunities for children. The childminder has positive relationships with parents and engages in daily conversations with them about their children's well-being and progress. She provides parents with good opportunities to offer written feedback about her service. Parents praise her for the service she offers and make comments, for example, 'our child has made good progress and already has a good foundation for when she starts primary school next year' and 'we are happy with our child's development and that she has settled in so well, she is clearly content'. She is aware of the importance of sharing information with other providers of the Early Years Foundation Stage to fully support the children's learning. Furthermore, she attends local groups where she meets with other childminders and makes good use of the childminder network, in order to continue making links and to share good practice. The childminder is very conscientious and passionate about her work with children and is committed to maintaining a good quality learning environment for all.

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	EY136541
Local authority	Warrington
Inspection number	978415
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	05/02/2009
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

