

Inspection date	16/12/2014
Previous inspection date	26/11/2009

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 are motivated to learn and are interested in what they 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. She uses this to provide interesting and stimulating activities and outings, which develop children's skills and knowledge.
- The childminder builds positive relationships with parents, keeping them well informed and involved in their children's care and learning.
- The safeguarding and welfare requirements are well understood by the childminder. Clear policies and procedures are embedded into the daily routine, to ensure children are kept safe.

It is not yet outstanding because

- Children cannot always see what toys are available in boxes, so they have fewer opportunities to make independent choices.
- There are fewer opportunities for children who prefer to play and learn outside to consolidate their early reading and number skills and 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 and the planning documentation and a selection of policies and children's records.
- The inspector took account of the childminder's self-evaluation 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 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and one adult child, in a house in Warrington, Cheshire. Most of the ground floor and one bedroom on the first floor are used for childminding. There is an enclosed garden for outdoor play. The childminder visits the local shops and toddler groups on a regular basis and collects children from the local schools and pre-schools. The provision operates Monday to Friday, from 7am until 6pm, term time only. There are 20 children on roll, of whom three are in the early years age group. 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:

- increase opportunities for children to choose their resources independently, for example, by helping them to identify what toys are inside each box
- provide further opportunities for children who prefer to play and learn outdoors to consolidate their early reading and number skills by, for example, enhancing the outdoor environment with different types of print, such as signs, posters and labels.

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 has a strong understanding of how they 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 how children learn and develop and follows their individual interests to plan unique experiences for them. For example, language and communication skills are supported as the childminder demonstrates how to glue shapes onto a picture of a tree. 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 younger children to fully understand, teaching them new words and language. As a result, children make good progress in their learning.

The childminder uses observations and assessments to inform her planning. She encourages children to be actively involved and to concentrate for short periods of time. For example, when a child enquires about different animals, the childminder asks questions, such as 'Where is the duck?' and 'What does the duck do?' to encourage children 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. Taking photographs of children engaged in activities helps the childminder inform parents of their child's day. 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 recognises when children are not making good progress and works with parents to narrow any gaps in their learning. Consequently, children learn vital skills in preparation for school.

The childminder provides a warm and welcoming environment. Children have opportunities to play in spacious areas. The childminder has good-quality resources, which support all aspects of children's learning and are stored in boxes. However, it is not always easy for children to see everything that is available in the tubs, so they have fewer opportunities to make independent choices. The childminder informs parents of activities, so that children can continue their learning at home. She carefully plans the areas children use, to provide a rich environment for learning. There is direct access to the garden from the dining area and children go outdoors daily for fresh air. The garden is equipped with resources, which allow children to play freely. This promotes children's physical skills. However, there are fewer opportunities for children who prefer to play and learn outdoors to consolidate their early reading and number skills because, for example, the outdoor space does not include resources that provide opportunities for them to recognise letters and numbers or to refer to these as they play. Children have opportunities to develop their physical skills through using the wheeled toys, balls and by 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

Children's well-being is given a high priority because the childminder promotes their self-esteem. The childminder gives lots of praise and positive reinforcement with young children, encouraging them to learn. Children have cuddles on the childminder's lap if they feel sad, upset or need reassurance. The childminder enables children to express their feelings in a safe way and supports them to understand their emotions. For example, the childminder asks children how they are feeling while looking through books together and talking about emotions. The childminder soothes children with her soft voice and has a nurturing manner with young children. Children behave well because the childminder works hard to promote positivity and quickly negates any negative actions. As a result, children learn how to manage their emotions in preparation for school.

The childminder promotes a healthy lifestyle with the children. Children have opportunities to choose what they would like for meals and snacks and fresh fruit and water are available throughout the day. The childminder encourages mealtimes to be social occasions, where children sit down together with her and are supported to learn how to feed themselves. The childminder uses this time to praise and encourage younger children when learning how to use cutlery appropriately to become independent. The childminder works in partnership with parents and respects their wishes, following care routines that reflect children's home lives. Nappy changing time is fun. The childminder takes the time

to talk to children during this care routine to promote language development. This builds on children's emotional well-being and encourages them to become independent.

The childminder takes children to the local park. Children use large apparatus to build on their physical development. They have opportunities to climb on the climbing frames, walk, slide and swing, which develops their physical skills. The childminder takes children to visit the local farm to feed the animals. They learn about different types of animals and bugs in their natural habitat. The childminder gives children opportunities to take small risks when playing. This helps children to improve their understanding of safety. The childminder demonstrates how to safely cross roads and children hold onto a pushchair when out walking. Written risk assessments highlight and identify hazards in the home and outdoor environment, ensuring children remain safe. The childminder makes sure children understand what procedure to follow in the event of a fire. Therefore, children are kept safe in the childminder's home as well as on visits to the local area.

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

The childminder effectively promotes children's safety and well-being. She ensures that her home is safe and secure by carrying out daily visual checks. The childminder ensures that all visitors who come into her home are checked for identification. She has a very good knowledge and understanding of how to effectively safeguard children. She reminds visitors of her policy about using mobile telephones and cameras in her home. Regular fire drills are practised with the children. Consequently, children are knowledgeable regarding safety, particularly in the event of a fire. The childminder ensures that she has a current first-aid certificate and public liability insurance to ensure children's safety and welfare are supported. She 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. As a result, children are effectively safeguarded and children's welfare and safety are promoted well.

Documentation is well organised and readily available for inspection. The childminder reflects on her practice and has successfully addressed the recommendations from her previous inspection. The safeguarding policy includes the procedure to follow in the event of an allegation being made against the childminder or member of her family. Observations and assessments are clearly linked to planning the next steps for each individual child. As a result, children's learning is more accurately planned and tracked to ensure continuous progress. Resources, activities and experiences are provided to help children to learn about culture and diversity. The childminder monitors and evaluates the educational programmes, to ensure that all areas of learning are covered through enjoyable activities. Self-evaluation is effective and the childminder can identify her strengths and areas for future development. The childminder attends training to enhance her professional development and seeks out relevant courses, which further her knowledge and understanding. Therefore, the childminder constantly builds on opportunities to improve her childminding service and learning opportunities for children.

Partnerships with parents and other professionals are well established. Parents praise the

childminder for the service she offers. They comment that their children have progressed exceptionally well through the exciting and educational activities provided. The childminder ensures that parents and other professionals are kept well informed of the children's progress by sharing learning journey records and discussing their progress. This ensures that children's development is effectively enhanced while meeting their needs and supporting a smooth move to other settings and school. She is aware of how to access additional support from other professionals if this would provide children with further support. Consequently, children's learning and development are promoted well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	314786
Local authority	Warrington
Inspection number	868268
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	26/11/2009
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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