

<b>Inspection date</b>	06/01/2015
Previous inspection date	30/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 progressing well because the childminder is knowledgeable about how they learn and her teaching is good. She provides children with exciting and challenging play, which covers all areas of learning.
- Children's individual needs are well known. The childminder has formed close relationships with the children and their parents, which ensures that they are happy, secure and settled.
- The childminder has a good understanding of the safeguarding and welfare requirements. She successfully implements policies and procedures to help keep children safe and to promote their well-being.
- Positive relationships with parents means that children's individual needs are met well and parents are well informed about all aspects of their children's development.

#### **It is not yet outstanding because**

- Opportunities for all parents to share information about their children's achievements and interests at home are not maximised.
- Opportunities to support young children's growing awareness that print carries meaning, are not fully promoted.

## 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 provider'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 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, mother, one adult child and one young child, in a house in Warrington, Cheshire. Most of the ground floor is used for childminding and 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, all year round, except bank holidays and family holidays. There is one child on roll who is the early years age group. The family has a pet dog. 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 all parents to contribute information about their children's achievements and interests at home, so that planning and activities take account of their wider experiences
- support children's emerging literacy skills and growing awareness that print carries meaning, for example, by labelling the storage boxes, which contain resources.

## Inspection judgements

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

The childminder establishes each child's initial capabilities and starting points by discussing their individual abilities, needs and interests with their parents and by asking them to complete an information form about their child. The childminder also conducts her own observations, to get to know children well and follow their interests. This enables her to plan interesting activities, tailored to each child's emerging skills and stage of development. The childminder has high expectations of children and offers appropriate levels of support and challenge, as and when required. Fun and effective teaching strategies are used well, to help children to make consistent progress, relevant to their age. The childminder records each child's progress in a tracker folder. She uses early years guidance documents to ensure children's next steps in learning are clearly identified and used to inform future planning, teaching and activities. Partnerships with parents are good and children's progress is shared well with them. However, the childminder does not involve parents in their child's learning to the maximum potential. This is because she does not obtain detailed information from parents about what children are currently interested in or have been learning and achieving at home. Therefore, she is unable to use information about children's wider experiences to inform future planning. The observations

that the childminder makes of children's learning show that they make good progress and develop skills and confidence in all areas of learning, in particular the prime areas. This provides a firm foundation for their future learning as children acquire the skills and dispositions, which they need to be ready for school.

Resources are plentiful and well maintained. They provide children with a range of play opportunities, which cover all the areas of learning. Children's physical development is enhanced by easy access from the kitchen to the garden, where they enjoy riding bicycles and playing on the slide. In addition, children enjoy many different outings in the local community and activities at the playgroup. This enables children to build confidence and self-esteem with adults and their peers away from the home. The childminder constantly interacts with the children, involving them in conversations. She skilfully questions the children and asks them open-ended questions, such as 'How many do we have?' and 'How many do we need?' As a result, children's vocabulary and thinking skills are extended. She then incorporates ideas into her practice through planned activities, to support children even further. For instance, during play, she repeats difficult words and emphasises the initial letter sounds that children find difficult to pronounce. Consequently, children's communication and language are successfully supported.

Children learn about the world through a good range of planned and spontaneous activities. For example, they learn about caring for living things as they explore mini-beasts in the garden. The childminder routinely introduces mathematical concepts into children's play. For example, she asks them how many numbers they have and discusses their colours. Children enjoy mark making and have access to a range of mark-making resources, such as crayons, pencils and paint. They competently draw lines and circles and are beginning to understand that their marks have meaning. Children's imaginative skills are well supported. They enjoy domestic role play, picnics outside and playing with small world resources, such as animals and cars. Therefore, children have lots of opportunities to test and try out different roles.

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

Children are happy and settled, which helps them to form positive relationships and secure attachments with the childminder. The childminder creates a warm, welcoming and stimulating environment for the children, which effectively supports their emotional well-being. There are good settling-in procedures and the childminder works closely with parents during this time, to share significant information about children. As a result, children are well supported when they first start to attend because the childminder provides them with familiar and consistent routines. Children display confidence in their surroundings and they are eager to play and learn in this vibrant home. The childminder interacts with children as they play and shows a genuine interest in what they are doing. She is attentive towards their needs and children feel happy to approach her for reassurance, which is always embraced by the childminder. Additionally, she provides children with lots of praise and encouragement, as a result their self-esteem is supported.

Children have access to a clean, safe and suitably organised environment. The playroom is set up, so children are able to independently access a wide range of toys and activities.

These include some resources, which positively reflect difference and diversity. However, not all storage boxes are labelled with pictures and words, to further enhance children's exposure to print and support their emerging literacy development and understanding that print has meaning. The childminder has a very calm manner and treats children with kindness and respect. She is a good role model and uses a consistent approach in dealing with unwanted behaviours. The childminder has realistic expectations of children and the rules and boundaries that are set are age appropriate. As a result, children are responsive and behave well. Children are happy, inquisitive and show good levels of self-esteem and emotional security, which builds a firm foundation for their future learning and their moves to other settings, such as nursery or school.

Children's healthy lifestyles are promoted through regular exercise and positive food choices. Playing in the garden and many outings in the local community ensure children have access to plenty of fresh air and the opportunity to develop their social skills away from the setting. The childminder works with parents to ensure children receive a healthy and balanced diet while in her care. Appropriate safety measures are used in the home to keep children safe and they are supported well with developing their understanding of how to assess dangers and manage risks. For example, the childminder teaches children about road safety, evacuation, staying close by her when they go outside and how to use resources safely. As a result, children apply their learning well and show an increasing sense of understanding.

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

The childminder has a good understanding of the safeguarding and welfare requirements. A wide range of written policies and procedures are implemented successfully, which helps to safeguard children. Risk assessments are completed for the indoor and outdoor environment, to ensure that hazards are minimised and that these areas are safe for children. The required checks have been completed for adults living at the home, to ensure they are suitable. All records are well organised and all parental permissions are in place. The childminder has attended training in safeguarding and first aid. She has a good understanding of her duty to protect children and of any signs of abuse. The childminder knows the correct procedure to follow should she have concerns about the welfare of a child. She is able to deal with any minor accidents or injuries that children may have and she knows to maintain accurate records of these to keep parents well informed. As a result, children are well protected.

The childminder monitors and evaluates the educational programmes, to ensure that all areas of learning are covered through enjoyable activities for the children. Self-evaluation is effective and the childminder can identify her strengths and areas for future development. She attends training to enhance her professional development and completes wider reading, in order to provide better quality experiences for children and further her knowledge and understanding. Since her last inspection, the childminder has successfully addressed all previous actions and recommendations. She obtains all the necessary written information from parents, in particular, who has legal contact with children. She has a robust system in place for fire evacuation and she has developed

further the observation, assessment and planning systems to ensure that all children's progress and development are promoted to their full potential. She is motivated and driven to improve, in order to provide better outcomes for the children who attend.

Overall, partnerships with parents are good. The childminder shares information about their child's day with them verbally, as well as providing daily diaries detailing their day. She provides parents with good opportunities to offer written feedback about her service. Parents praise her for the service, which she offers and make comments, for example, 'Both our children have progressed well in all areas of development'. The childminder fully understands the importance of sharing information and working in partnership with other professionals and the local schools, to meet the individual needs of children. 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 she 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	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	314844
<b>Local authority</b>	Warrington
<b>Inspection number</b>	818998
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/01/2012
<b>Telephone number</b>	

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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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