

Inspection date	07/01/2015
Previous inspection date	13/01/2010

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 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. She uses this to provide interesting and stimulating activities, as well as 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 through clear policies and procedures, which are embedded into the daily routine, to ensure children are kept safe.

It is not yet outstanding because

- The childminder has not extended the selection of natural resources in her varied array of toys, to promote children's sensory development more fully.
- The childminder does not always fully promote children's independence through everyday care routines, such as washing their own hands.

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 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and one child, in a house in Warrington, Cheshire. She also works with her husband who is also a registered childminder. The whole of the ground floor and a room on the first floor are 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. She collects children from the local schools and pre-schools. The provision operates Monday to Friday, from 7.30am until 6pm all year round, except bank holidays and family holidays. There are 26 children on roll, of whom nine are in the early years age group. The family has a pet cat. The childminder is a member of the Professional Association for Childcare and Early Years. She 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:

- provide further opportunities for children to learn through their senses and investigate the world through the use of a wider range of natural resources in the environment, such as, feathers, shells, pine cones and conkers
- promote younger children's independence during everyday routines even further, for example, by consistently encouraging them to wash their own hands.

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 be ready for school. The childminder has a good understanding of the prime and specific areas of learning. She follows children's individual interests, which promote a unique experience. For example, language and communication skills are supported as the childminder demonstrates how to glue shapes onto paper. 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 understand fully, 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 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 shapes, the childminder asks questions, such as 'What's that?' and 'Can you show me?' 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 an electronic system 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. The children have opportunities to play with good quality resources, which are stored in labelled 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, although they have fewer opportunities to select natural resources for exploration or play. There is direct access to the garden from the playroom and children go outdoors daily for fresh air. The garden is equipped with resources, which allow children to play freely. Children have opportunities to develop their physical skills through using the wheeled toys and 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 the children's 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. 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. However, on occasion the childminder does not always use everyday routines to encourage younger children to develop their independence even further, such as washing their own hands. The childminder teaches children about healthy eating and encourages children to drink plenty of water throughout the day. This helps children to begin to understand about healthy diets and develop good habits for the future. Children have many opportunities to develop self-help skills and to choose for themselves. For example, they decide which dolls to play with, and try to put their own shoes and coats on before going to school. As a result, overall children become independent and confident. The childminder offers children healthy snacks and drinks throughout the day, for example,

malt loaf, fruit, and pasta. She further encourages the development of the self-help skills in young children by encouraging them to feed themselves using cutlery at mealtimes. Consequently, children remain healthy and become active learners.

The childminder teaches children about acceptable behaviour. She also 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 and prepares them well emotionally 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. This means that children are kept safe from harm. The childminder values the preparation needed to help move children onto school. She supports them in this move by arranging visits to school, liaising with school staff, and by holding focused discussions with parents. As a result, the move onto school is as seamless as possible.

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

The childminder has a good understanding of her role and responsibilities, in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended a safeguarding training course and has a good understanding of what would alert her to any concerns about a child in her care. She is clear about recognising the signs and symptoms of abuse, and knows who to contact if she has a concern about a child or has a complaint made against herself or her co-childminder. This ensures that children are safeguarded while in her care. The childminder shows a high regard for the safety and well-being of the children in her care, and good systems are in place to keep them safe. For example, her policies and procedures are well written and are accurately reflected in practice by the childminder and her co-childminder. These are also shared with the parents so that they have a clear understanding of the procedures that they will follow when caring for their children. Risk assessments are effectively in place for all areas of the setting and for outing, and steps are taken to effectively minimise any potential hazards. Daily checks of the equipment and resources ensure that children are welcomed into a safe and clean environment. The childminder implements good procedures to ensure children are kept safe from intruders. For example, she thoroughly checks visitors' identification badges before she allows them entry to the setting. In addition, she uses a visitors' book to record all visits to the setting. As a result of all of this, children are effectively safeguarded.

The childminder is truly committed to her role and aspires to develop her own knowledge and skills, as she attends regular training events. She takes the information that she learns. The childminder effectively applies this in her practice to enhance the quality of care and learning experiences that are offered to children. The childminder has a good understanding of how to promote children's learning through a broad range of experiences

that inspire them to play and learn. This means that the quality of teaching is good. She accurately tracks children's progress through her detailed observations and assessments that clearly identify and support children's next steps. As a result, children make good progress in their learning. The childminder and her co-childminder are knowledgeable and work together very well. They are confident to discuss what they are doing well and what they need to improve. They regularly discuss children's progress throughout the day and work together to make enhancements to their setting, and plan activities that will further challenge children to learn and develop. The childminder shows a clear determination and drive to further improve her setting and has successfully implemented the recommendations from her last inspection. She ensures the daily attendance register accurately reflects children's attendance at all times and the child protection policy includes the procedure to be followed in the event of an allegation being made against herself, co-childminder or household member. Her regular and effective evaluations clearly identify her strengths and areas for improvement and she is proactive in seeking the views from parents. For example, parents and carers are welcomed to communicate their views in the daily diaries or online through an electronic system. In addition, a detailed questionnaire is sent out to parents each year. The childminder takes this information into account as she enhances the already good service that she provides.

Partnerships with parents and carers are good. They report that they feel extremely assured that their children are very happy with a childminder, who provides them with a great deal of support and reassurance. They feel welcome to discuss their children's care and learning needs at any time, and feel that the childminder works hard to provide a very good range of activities for them to take part in. Parents and carers are fully aware of the activities and experiences that their children will be involved in during their time at the setting. This is because the childminder provides them with detailed information on the Early Years Foundation Stage as their children begin at the setting. She keeps them well-informed about the themes that the children will be following because she records details in the daily diary books to encourage parents to support their children's learning at home. As a result, a shared approach to children's learning is fully in place, and children benefit from continuity in their care and learning. Partnerships with others are strong. The childminder has good links with the local schools and pre-schools. Also, the childminder shares information on children's care and learning needs exceptionally well. The childminder is confident to seek advice and support from her early years team and works closely together with other professionals to fully support the children within her setting.

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	EY285106
Local authority	Warrington
Inspection number	861213
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	26
Name of provider	
Date of previous inspection	13/01/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

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