

<b>Inspection date</b>	07/01/2015
Previous inspection date	13/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 progressing well because the childminder is knowledgeable about how children learn and his teaching is good. He 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 children are happy, secure and settled.
- The childminder has a good understanding of the safeguarding and welfare requirements. He successfully implements policies and procedures to help keep children safe and to promote their well-being.
- Positive relationships with parents mean that children's individual needs are met and parents are well informed about all aspects of their children's development.

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

- The childminder has not extended the selection of natural resources in his varied array of toys, to fully promote children's sensory development.
- The childminder does not always fully promote children's independence through everyday care routines, such as snack and mealtimes.

## 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 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with his wife and one child, in a house in Warrington, Cheshire. He also works with his wife 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 and 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 and 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 children's independence during everyday routines even further, for example, by encouraging them to set their own table for snack and mealtimes.

### 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 of effective and robust procedures for monitoring children's development towards the early learning goals. The childminder uses his initial observations when children begin attending the setting, to plan a variety of stimulating activities and play opportunities, that ignites their interest and enhances their learning. Through regular and accurate observations and assessments, the childminder identifies next steps in children's development, which ensures they continue to make good progress in all areas. Each child has a 'learning journey', which contains photographs, observations and examples of children's work. Parents regularly review these and are invited to contribute to them by sharing details of what their child enjoys and achieves at home. Consequently, parents are fully involved and a consistent approach to their children's learning is maintained. The childminder has identified strategies to develop this even further by use of an electronic system, to continue to promote parental engagement. The childminder is a knowledgeable and enthusiastic practitioner. He demonstrates a good understanding of the learning and development requirements and of how children learn.

As a result, children are engaged and motivated in their play. The childminder supports children's learning by showing them how to do things, explaining what is happening, making suggestions and praising children for their efforts. As a result, children are supported well to develop the skills required for the next stage in their learning. The childminder has a secure understanding of the progress check for children between the ages of two and three years and of the importance of working with other professionals in order to support children's progress fully.

The childminder effectively supports children's acquisition of communication and language skills. He repeats words the children use, introduces new words as they play and extends sentences to develop children's vocabulary further. Opportunities for children to sing and perform songs with musical instruments strengthen language even further and help to build their confidence and self-esteem. As a result, children's language is developing well. The childminder talks to children while they play and provides a running commentary during activities and routines. This gives meaning to what children are doing and reinforces their learning. He models talking as he describes what he is doing, for example, 'I'm going into the kitchen and then I'm going to make your lunch'. This helps children to link actions with words and to develop their understanding of sequences and routines. Mathematical development is continually promoted as the childminder talks to children about numbers and encourages them to count as they play. Children learn how to behave in social situations and how to play alongside others. For example, play sessions at local toddler groups and outings to places of interest in the community provide opportunities for them to develop their confidence and form relationships. These good skills will help to prepare them well for the next stage in their learning and their eventual moves to nursery or school.

A good range of resources, such as, books, puppets, instruments and construction equipment, is stored in boxes that are easily accessible and clearly labelled to allow children to make independent choices in their play and learning. However, there are fewer resources available to children to help them learn even more by exploring and investigating the textures of natural items. The childminder provides opportunities for children to engage in activities that promote their physical development. For example, they regularly visit the local park and enjoy using slides, swings and climbing frames. Children have good opportunities to practise their mark making. There is a range of age-appropriate tools for children to draw with, such as crayons and pencils. As a result, children learn to hold a pencil correctly from a young age. Children's early literacy development is supported well through the good selection of books that children access. Children learn that print carries meaning through labels and signs around the setting. This supports young children's literacy development even further and helps prepare them for school.

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

Children are clearly settled and feel safe and secure within the setting. Their personal social and emotional well-being is given high priority as the childminder is responsive to children's individual needs, offering praise, encouragement and reassurance when needed.

This provides the children with the self-assurance they need to make the move into school. Children have formed strong attachments with the childminder. They are happy, confident and engaged in their play. This is because the childminder has a warm and friendly manner and takes time to find out about children's needs and interests at the start of their placement. He listens carefully to children's ideas and suggestions. As a result, children are confident, have good self-esteem and develop a strong sense of belonging.

Children's good health is given high priority as the childminder ensures his home is safe, secure, clean and suitable for young children. He continually ensures that risks to children are minimised. He undertakes regular risk assessments to ensure the safety of the premises at all times. This means that children are able to play in a safe and secure environment. The childminder encourages good behaviour from children to support their personal, social and emotional development, providing gentle reminders about being kind to others and sharing toys and resources. As a result, children develop good social skills and learn right from wrong. Children are developing their self-care skills, feeding themselves at snack time. However, the childminder does not always use everyday routines to encourage children to develop their independence even further, such as setting their own table before mealtimes. 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.

The childminder takes children to the local park. Children access large apparatus to build on their physical development. They have opportunities to climb on the climbing frames, slide and swing, which develops their physical skills. 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 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 has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. He regularly undertakes written observations and assessments and plans for the next steps in children's learning. He tracks children's progress using current guidance and shares this information with parents, so they are aware of their child's stage of development. This enables him to identify gaps in children's learning quickly, plan appropriate activities to support them and seek advice and intervention from external professionals if necessary. As a result, children's individual needs are effectively met through a broad and balanced curriculum that covers all seven areas of learning.

The childminder has a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is supported by an

effective range of written policies and procedures. For example, the safeguarding policy contains information about the use of mobile telephones and cameras in the setting and who to contact if the childminder has a safeguarding concern. All adults in the household have undergone relevant vetting and checking procedures to ensure children's safety. This means that he is aware of his role and responsibilities to protect children's welfare. The environment is safe and secure and the childminder carries out daily checks to minimise risks. Regular fire drills are practised with the children. Consequently, children are knowledgeable regarding safety, particularly in the event of a fire. The childminder has attended relevant training, including safeguarding and first aid. 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 shows a clear determination and drive to further improve his setting and has successfully implemented the recommendations from his last inspection. He 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 himself, co-childminder or household member. The childminder and his co-childminder are very knowledgeable, work together very well and 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. Partnerships with parents are well established. This ensures that children's development is effectively enhanced while meeting their needs and supporting a smooth move to other settings and school. Written comments from parents demonstrate their satisfaction with the setting and the service they receive. They report that their children are making very good progress and comment that they are extremely satisfied. The childminder has a clear understanding of his responsibility to work in partnership with other childcare providers and professionals to enhance children's learning opportunities.

### **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

<b>Unique reference number</b>	EY395302
<b>Local authority</b>	Warrington
<b>Inspection number</b>	859695
<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>	12
<b>Number of children on roll</b>	26
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/01/2010
<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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Piccadilly Gate  
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