

Inspection date	06/10/2014
Previous inspection date	09/06/2009

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

- The childminder promotes children's emotional well-being very well so they have a strong sense of belonging. As a result children are happy, settled and they make good progress.
- The children's individual needs are successfully met as the childminder understands the importance and value of working with parents. She communicates with them in a variety of ways, so that they are fully informed and involved in their child's learning and development as a result children flourish.
- The childminder provides a generally well resourced, stimulating environment for children to learn and develop. The childminder is fully aware of the children's safety and wellbeing and demonstrates a clear understanding of keeping children in her care safe.
- The childminder has a secure understanding of promoting the learning and development of children. The quality of teaching is good and the childminder supports the children in their learning so that they make good progress.

It is not yet outstanding because

- Children's creativity and imagination are not maximised as the childminder does not provide them with a range of resources to support their imaginative play, such as dressing up clothes and equipment.

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 compulsory part 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 childminder's home.
- The inspector viewed the areas of the childminder's premises used for childminding and outside play area.
- The inspector looked at a sample of children's learning journals, children's records and policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and viewed a range of comments from parents.

Inspector

Gillian Kitchen

Full report

Information about the setting

The childminder was registered in 1983 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Wilmslow, Cheshire. The whole of the ground floor, two bedrooms on the first floor and one room in the basement of the property are used for childminding. The childminder attends activities with the children in the local community including, toddler groups, preschool groups and the library. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-school. Currently, there are 13 children on roll, of whom three are in the early years age and who attend for a variety of sessions. Occasionally the childminder's husband works as an assistant. The childcare provision operates Mondays, Tuesdays and Thursdays from 7.30am to 6pm, with the exception of bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

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 imagination and creativity, for example, by providing a range of dressing up clothes and equipment.

Inspection judgements

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

The childminder demonstrates effective knowledge of the Early Years Foundation Stage and has detailed understanding of the children in her care and how they learn. The quality of teaching enhances all aspects of children's learning and children make good progress in the childminders care. She provides a warm, welcoming and well-resourced environment for children to learn and develop. She knows the children in her care well and provides a range of freely chosen and planned experiences. The childminder encourages children to make choices in their learning experiences. There are a good range of good quality resources which are well organised and easy for children to reach. The childminder supports children's communication and language development, using a range of questions to help them make their own choices and supporting their thinking skills. For example, she asks them 'what would you like to eat, a hard plum or an apple?' She listens attentively to what they have to say and values their responses.

Children are effectively supported in their physical development with outdoor play and regular trips to the nearby park, where they develop their skills on a range of challenging equipment. The childminder has a well stocked book area and children enjoy books and stories together with the childminder. The childminder also has a range of resources to support children in their understanding of the world, including push button toys and

equipment so that children are prepared for using information communication technology in their future learning. While the childminder's good range of resources and equipment generally support children's all-round learning and development, resources for children to develop in their expressive arts and creativity are less plentiful. Children do not have access to items such as dressing up clothes and equipment to encourage imaginative play. Consequently their progress in this area of learning is not as good.

Children are eager learners and the childminder's effective teaching encourages children in their learning. The childminder is good at recognising children's developmental stages and uses observations to establish what children can do and their next steps for development. The children's learning journals, which are shared with parents, are a good record of children's progress. They include photographs, children's drawings, observations and evaluated activity plans showing what children are learning in all areas. This helps to promote continuity in learning and care and the development of a range of skills means that children are well prepared in readiness for school.

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

The childminder develops secure attachments and bonds with children through the childminders clear settling in procedures. The childminder is a good role model for children, she has clear expectations of positive behaviour. She understands the importance of good hygiene routines and encourages children to develop good hygiene practices. She ensures children wash their hands before meals, after using the toilet and after playing outside. As a result, children follow well established routines and are happy and secure in the childminders home. The childminder is fully committed to developing children's personal, social and emotional skills and recognises their achievements with positive reinforcement and praise. For example, she tells them 'well done' as they show good behaviour or complete a task. The childminder encourages children to be polite and respectful to each other, reminding them to value each other and treat each other kindly. As a result, children have high levels of self-esteem.

The childminder supports children in their transitions, preparing them for the next stage in their development and learning. She communicates with parents to ensure a smooth transition to her home and there is a phased settling in period. The childminder talks about her provision to parents, so that they are clear about the daily routines and planning she undertakes for children's development and learning. She discusses preparations for moves to other settings, including the move to school, with parents. Children attend the local toddler and pre-school groups and take part in the activities there. They go with the childminder to school to collect older children, so that they are familiar with the routine and understand what to expect in readiness for the next stage in their development at school. Consequently, they are emotionally well prepared for this change in their lives.

Children are active, energetic and take part in physical exercise. They access the outside space at the childminders house on a regular basis for play activities. They visit the local library and other places of interest. There is space for children to rest at the childminders home, if necessary, during the day. The childminder provides healthy homemade snacks

and lunches for children, such as fish pie and fresh fruit. The childminder takes the opportunity at lunch times to talk to the children about their activities and to plan for the rest of the day with them. Children are supported to understand the importance of keeping safe, the childminder supervises children appropriately and successfully minimises risks to the children in her home and on outings. Children are further protected from harm with regular fire drills. As a result children are generally developing a sense of safety and feel secure in the childminders care.

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

The childminder understands the learning and development requirements of the Early Years Foundation Stage. She monitors the educational programmes for children's learning, ensuring that children make good progress. She has thorough knowledge of her responsibilities under the safeguarding and welfare requirements. Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities to safeguard children. The childminder ensures that toys, equipment and premises are appropriate and checked for safety. Risk assessments identify any hazards to children and the childminder takes swift action to minimise these. The childminder has good knowledge and understanding of child protection. She knows the possible signs of abuse and the procedures to follow to ensure that children are protected from harm. The childminder also ensures that all adults living at the property have completed suitability checks.

The childminder has developed a self-evaluation process for her practice and is continuing to work on this process to reflect on what she does well. She has identified some of her strengths and is assessing areas for improvement so that her practice continues to develop. For example, she recognises the need to enhance children's creative and imaginative play. The childminder shows strong commitment to further training to enhance her development and practice. She also supervises her assistant regularly and monitors his progress to ensure children are always well cared for.

The childminder has good working relationships with parents of the children that she cares for. She shares information about children's learning and development with parents, in a variety of different ways, including, daily diaries, regular face to face meetings and text messages. The childminder also encourages parents to read the written policies and procedures at the beginning of the child's time with the childminder. Testimonials and interviews with parents providing positive feedback were available on the day of the inspection. Parents say that she is 'wonderful' and that she supports them and their children's learning. The childminder is well established in the local community and has good links with the local pre-school and toddler groups.

The Childcare Register

The requirements for the compulsory 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	304002
Local authority	Cheshire East
Inspection number	871734
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	09/06/2009
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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