

Inspection date	31/10/2012
Previous inspection date	19/01/2012

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 enjoy a warm, welcoming and child-friendly environment where they form positive relationships. This helps to promote their confidence and well-being.
- There is a stimulating environment with child-accessible resources that promote learning and challenge both inside and outdoors.
- The childminder is competent at helping children develop their communication and language skills and helping them build on their vocabulary and make sentences.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. Children take part in a range of activities that encourage a healthy and active lifestyle. The childminder visually assesses and minimises risks to the premises on a daily basis.

It is not yet outstanding because

- Opportunities to enable children to develop their own ideas and have their thinking extended are not full embraced.
- Although parents share what they know about their child at the beginning of the placement, they are not regularly sharing observations of the child's learning and development at home or having opportunities to be involved in their child's learning and development in the setting.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 conservatory and the outside learning environment.
- The inspector held discussions with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and the childminder's self-evaluation form.
- The inspector took account of the views of parents and carers from information included in the childminder's parent survey.

Inspector

Kath Harding

Full Report

Information about the setting

The childminder was registered in 1988 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Sydney, Crewe, Cheshire and uses the whole of the ground floor, upstairs bathroom and the rear garden for childminding.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses, such as food hygiene and is currently completing the diploma in Children and Young People's Workforce Level 3 qualification. She attends a childminder group, toddler sessions, nature walks and the local children's centre. She visits the local shops, country parks and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll; three are in the early years age group who attend for a variety of sessions and one is a school-age child who attends before and after school. She is open all year round from 7.15am to 6.15pm, Monday to Friday except for family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children's thinking by extending activities, such as when melting the chocolate and encourage them to develop their own ideas as they play
- encourage parents to share observations made at home and offer more opportunities for them to be included in their child's ongoing assessment of their learning and development.

Inspection judgements

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

The childminder provides an interesting range of activities and experiences that motivate the children and cover the seven areas of learning well. She has a secure knowledge of how to promote the learning and development of young children and fully recognises that they learn through play. Her knowledge has been further enhanced by her attendance at a diploma in child care course. She is enthusiastic and keen to provide activities which engage the children. This results in the children being keen to learn. The childminder has excellently resourced, welcoming areas both indoors and outside. Children are able to select their own toys and resources from the pictorially-labelled drawers, promoting their independence. Children's language development is well-promoted through regular conversations during play activities. As they make their Halloween felt bags they frequently talk about their families, where they are going with their mum, about their animals at home and where they have been, gaining an awareness of a sense of time. The

childminder encourages the children to repeat individual words, so they are beginning to form short sentences. As they use paint brushes and glue spreaders to make their bags and spoon the chocolate into ice cube trays, they develop their small muscle skills. Children who are less able to do this are supported by the childminder in this activity. However, the childminder does not fully extend children's thinking by showing the children how the chocolate is melted or encourage them to develop their own ideas, as they are directed to put the items on the Halloween bags.

The childminder encourages the children to name the colours of different objects and encourages them to use numbers as she counts the pom-poms. This helps children to understand about colour recognition and simple number problems. They sway to the background music as they hear a favourite song and spontaneously sing with actions 'Row, row your boat'. They play imaginatively as they pretend to make dinner with the play food. They say 'dinner is ready' as they start to put the food onto plates. They grow flowers in pots, water them and learn how to care for them, so gaining an awareness of the world around them. They engage in a wide range of physical activities both indoors and outside, such as riding on bicycles, exploring in the sand, dancing and going for local walks. As they explore in the sand with the buckets and rakes, the childminder helps children make connections in their learning as she reminds them of their visit to the seaside where they built sandcastles.

The childminder has yet to implement the progress check at age two but she is able to identify what the children in her care are able to do. All children are generally working comfortably within the typical range of development expected for their age. The childminder completes regular observations and assessments on the children and records these in their learning journeys. She uses them effectively to plan suitably interesting activities to ensure children make good progress in their learning and development. Children's starting points, observations and assessments are recorded in their learning journeys which parents are able to access if they wish. However, parents are not fully engaged in sharing what they know about their children's learning and development at home or sharing their views towards children's ongoing progress and future learning goals.

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

Children are happy, confident and settled in the childminder's child-centred home. They form secure attachments with the childminder who praises them for their efforts, raising their self-esteem. They behave very well and the childminder has purchased a persona doll to help them talk about and express their feelings. The childminder has explained to the children that 'Olga' will always listen to them if they wish to talk. As they play, they are encouraged to share the resources and happily talk with each other about the play food, developing good relationships with each other. They learn to value and respect others as they look at different festivals, such as Chinese New Year and complete related activities as they colour Chinese pictures and taste Chinese food, which helps them to begin to understand about the wider world. They visit local amenities regularly, such as toddler sessions, nature walks and farms so that children learn about their local community and

learn to socialise with others. The childminder very much prepares children for their transition to the next setting as she encourages them to be independent as they attempt to put on their own shoes and coats before going outdoors.

The childminder encourages the children to learn about safety as she explains about road safety when the children are out and they wear high visibility jackets to help to keep them safe. Children talk about stranger danger and how they are not to go anywhere unaccompanied with other known adults. They practise fire drills so they know how to get out of the house in an emergency. They adopt good personal hygiene routines as they wash their hands prior to eating and after messy activities. They are encouraged to have independent access to tissues, so helping them to become more independent in dealing with their own personal care needs. They are offered healthy snack options, such as fruit, crackers and toast. As they play with the play food they talk about fruit helping to make them big and strong. They get plenty of fresh air and exercise as they go out daily, play at the park and access a wide range of physical activities, such as bicycles, ride on toys, hopscotch games and dolls' prams.

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

The childminder has a good commitment to improving her service through accessing regular training and talking with parents and children. Her self-evaluation of the setting includes an accurate and clear plan of how she intends to make improvements and how she has already implemented some improvements which have enhanced her service. For example, the children can now access toys in labelled drawers, to help further promote their independence. The childminder has a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She has a good knowledge of child protection matters, is aware of reporting procedures and has attended a safeguarding course and training on the Common Assessment Framework. She conducts regular risk assessments for the areas of the home used by the children and individual outings. She also conducts a daily visual check prior to the children arriving to ensure the premises are safe. The setting is child-friendly, warm and welcoming. The childminder has a good understanding of the learning and development requirements and has spent some time familiarising herself with the new revised framework, so she can accurately assess and monitor the educational programme, including the planning, to ensure children progress and there are no gaps in their learning and development.

The children enjoy continuity of care because the childminder works closely with parents. She encourages parents to provide children's routines and care needs so she can ensure consistency of care by adhering to these. She provides parents with text messages and photographs during the day so they know all about their child's day. Parents' opinions are canvassed and written questionnaires show they are satisfied with the quality of care provided. The childminder develops good relationships with other providers delivering the Early Years Foundation Stage to ensure she provides continuity in practice. Partnerships with external agencies are sought in conjunction with parents to secure appropriate

interventions, so children receive the support they need.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	304089
Local authority	Cheshire East
Inspection number	886182
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	0
Number of children on roll	0
Name of provider	
Date of previous inspection	19/01/2012
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 that are

usually their 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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