

Inspection date	27/11/2014
Previous inspection date	13/10/2008

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 with special educational needs and/or disabilities are supported well and their individual needs are met. This is because the childminder provides targeted, effective learning opportunities and is fully aware of children's specific care needs.
- The childminder offers play experiences that are interesting and challenging for all children. As a result, children are keen, active and happy learners, well prepared for their next stage of learning, including school.
- The childminder successfully reviews her provision and her planning for improvement is good to ensure that she continually meets children's care and learning needs well.
- Children are safe in the childminder's care as she has effective safeguarding policies, which underpin her practice.
- The childminder has positive relationships with parents and shares information with them on a regular basis. As a result, parents are kept well informed about their child's care, learning and development.

It is not yet outstanding because

- Children are not always fully aware of the wider range of resources available, which means that they cannot always choose what they want to play with.
- There are fewer opportunities for children to explore the natural environment outdoors.

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 and interaction between the childminder and the children during play.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and other adults in the household.
- The inspector carried out a joint observation with the childminder.
- The inspector considered the views of parents and discussed self-evaluation.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a house in Stockport. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local church hall. She visits the shops and park on a regular basis. The childminder collects children from the local schools. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.15am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities. She holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the opportunities outdoors for children to investigate the natural world, for example, by enabling children to explore and dig in mud
- extend opportunities for children to choose what they want to play, for example, by developing a photograph book so children can choose from all available resources.

Inspection judgements

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

The childminder has high expectations of children, which stem from accurate regular assessment of children's progress and her secure understanding of how children learn and develop. She completes the progress check for children between the ages of two and three years with parents, which enables her to identify any areas where children might require additional support. The childminder uses her assessments of the children to plan a range of exciting activities, which support children to make good progress in their learning and development. She provides a good range of sensory activities. Children take great pleasure in feeling the different materials. The childminder extends children's thinking by asking them to think about what will happen to the powder as they add water. The children add the water and observe the effects of the powder changing to liquid, which supports their understanding of how things change. The childminder takes children to activity sessions in the community, which gives them the opportunity to enhance their social skills by interacting in larger groups.

Children benefit from the wealth of information the childminder gains from parents about their children's interests, needs and abilities when they start. She has good partnerships

with parents and provides practical information about activities and her current planning. This means that parents are able to support and extend their children's learning at home. Children develop their imagination and communication and language skills while role playing with pretend food. The childminder role models language describing the names of the food children are using, which extends their vocabulary. The quality of teaching is good because the childminder knows the children well and builds on their interests. This ensures all children acquire the key skills required for their next stage in learning.

The childminder introduces mathematical language into children's play. For example, she talks about a container being empty and encourages children to fill it. Children with special educational needs and/or disabilities are effectively supported. Individual education plans are in place to ensure children get targeted support, which helps them to make good progress in their learning. Children have a good range of learning opportunities outdoors. They develop their physical skills through climbing up the ladder on the slide and enhance their exploration skills as they play in the sand and water. However, children have fewer opportunities to explore the natural environment outdoors, for example, by digging in mud.

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

Parents complete an All about me booklet when children first start to be cared for by the childminder. This gives her a good range of information about children's care needs. Therefore, she is able to create a consistent approach. The childminder knows the children and their individual preferences very well. Consequently, children are happy and confident in the childminder's care and happily enter into her home. The childminder encourages children to put on their own coats and manage their own needs relative to their age. She encourages children to explore and offers them reassurance to try out new things, which builds children's confidence and self-esteem. Therefore children are emotionally well prepared for their next stage in learning.

There is an excellent range of resources available for children. However, there are resources available, which children cannot see, therefore at times, there are fewer opportunities for children to play with what they want. Children take on responsibilities, which supports their growing independence. For example, when they go out to play they each carry an item outdoors. The childminder gives children clear explanations about the routine and what is going to happen next. This supports children's understanding of how to behave.

Children are learning about safety. For example, they cut soft fruits with knives. They also take risks by climbing on apparatus at the park. Children go outdoors everyday, so they get plenty of fresh air. The childminder provides a healthy range of meals and snacks, including hot lunches, such as spaghetti bolognese. The childminder provides regular drinks so that children do not become thirsty. Children adopt good hygiene habits because they follow well-established routines. For example, children consistently wash their hands after using the toilet and before eating. The childminder talks to the children about healthy choices, which supports their understanding of healthy lifestyles.

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

The childminder is fully aware of her responsibilities to safeguard children. She is knowledgeable about the procedures to take should she have concerns about any children in her care. As a result, children are helped to be kept safe from harm or abuse. All policies and procedures that are required for the safe and efficient management of the setting are maintained well and reviewed regularly. The policies underpin the childminder's practice and are shared with parents. This ensures parents understand the childminder's duty to protect children and know how she organises her setting to keep children safe. The childminder undertakes a risk assessment of her home and of outings and she puts effective safety measures in place. This minimises potential hazards to children.

The childminder holds an appropriate early years qualification at level 3, which gives her a good understanding of how children learn. She makes good use of observations and takes children's individual interests, age and capabilities into account to inform her flexible planning. Children's good progress is tracked and shared with parents. Consequently, the educational programmes are effectively monitored to ensure children make consistently good progress in their learning and development. The childminder undertakes written self-evaluation and attends regular training. Strengths and areas for improvement are identified and action plans are in place to address any areas of weakness. For example, since the last inspection the childminder has addressed the recommendations by refining the systems for monitoring children's learning and developing a more focused self-evaluation process. Therefore, the childminder has good capacity for continuous improvement.

Children who have special educational needs and/or disabilities are very well supported. The childminder works in partnership with a range of other professionals to support children's individual care and development needs. She agrees individual targets with professionals and undertakes activities that focus on specific skills. Therefore all children make good progress. Partnerships with parents are very good and they comment positively about how much their children enjoy spending time in the childminder's care and the difference she has made to their children's development. The childminder is proactive in working with other settings the children attend, through daily verbal feedback about their progress and next steps, which ensure children's needs are met.

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	306753
Local authority	Stockport
Inspection number	867687
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	13/10/2008
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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