

Inspection date	08/01/2015
Previous inspection date	29/09/2009

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

- Children are happy and demonstrate a strong sense of belonging and emotional well-being because positive relationships are established with the childminder.
- Teaching is good because the childminder understands how to successfully promote children's learning and development. Their communication and language skills, in particular, are well supported. As a result, children make good progress.
- The childminder is committed to developing her provision. She carries out personal research and attends meetings, which help improve her knowledge. Furthermore, she obtains the views of both parents and children to evaluate the service offered.
- The childminder understands her responsibilities in meeting the safeguarding and welfare requirements. Therefore, children's safety is effectively promoted.

It is not yet outstanding because

- Information, gained from parents on entry, does not always provide the childminder with the detail she requires to help identification of starting points and plan more precisely for future learning.
- There are fewer natural resources available that children can use in a variety of different ways to enhance their exploratory and discovery play.

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 children's participation in activities and interactions with the childminder in the living room and during the walk to school.
The inspector conducted a joint observation with the childminder and held
- discussions with her. The inspector interacted with children at appropriate opportunities.
The inspector looked at children's learning files, these included observations,
- assessment and planning records and parents' written comments in recently completed questionnaires.
- The inspector discussed and checked evidence of the suitability of the childminder and all household members.
The inspector looked at children's records and sampled a selection of policies and
- records, including first-aid training, the safeguarding policy, risk assessments and attendance registers.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 1988 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Lymm, Cheshire. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog. The childminder attends a number of parent and toddler groups and visits the shops and park on a regular basis. There are currently four children on roll, one of whom is in the early years age group and attends for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- increase the depth of information gathered from parents about what children can already do at home before they start and use this shared knowledge to complement the identification of their starting points more precisely
- enhance the already stimulating learning environment, for example, by providing more natural and sensory resources to further extend younger children's curiosity and exploratory skills.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how children learn and develop. This enables her to deliver good quality educational programmes within a stimulating and welcoming learning environment. The childminder understands the importance of observing children in order to build up a picture of their skills, abilities and individual learning styles. She works closely with parents and gathers information from them. However, she does not always obtain the depth of information about what children can already do, in order to enrich the planning for individual children. The childminder makes good use of images organised within children's individual learning files, capturing their participation in various play experiences across the seven areas of learning. Her assessment records show the ongoing progress children make. The childminder summarises children's development regularly. These, alongside daily diaries, text messages and informal discussions, ensure parents are kept well-informed of their children's learning. Furthermore, parents are encouraged to add their own observation notes about their children's skills and abilities. The childminder understands the importance of working closely with other professionals when required. For example, before children move to another provider, their records are shared with staff and regular

meetings are held to ensure appropriate information is exchanged. Consequently, children are well-prepared for their move on to the next stage of their learning, such as school.

The quality of teaching is good, which enables children to make good progress in their learning. The childminder provides children with a wide range of both adult-led and child-initiated play experiences. She provides children with a good range of resources and plans appropriate experiences that ignite their interests and motivate them to learn. Resources are within easy reach so that even the younger children can select their own chosen objects. This promotes their independence and self-confidence. However, there are fewer resources available to further enhance children's discovery and sensory experiences, such as providing additional collections of natural materials for the younger children to explore. The childminder skilfully promotes children's communication and language skills by using effective teaching strategies to support their learning. For example, she models language as she speaks clearly and provides a commentary during her interactions with the youngest children. The childminder routinely sings nursery rhymes and jingles during the day, raising children's awareness and interest in the rhythm of language. Children are developing an interest in books and early reading. They enjoy sitting close with the childminder as she shares books with them. As a result, children show interest in developing early literacy skills.

The childminder supports children's learning and development very well. She teaches them new skills as she models ways to use various resources. She uses her knowledge of individual children to plan experiences to meet their levels of ability as she uses observations effectively. For example, creative play experiences are carried out because children are developing through exploration of materials as they participate in meaningful and stimulating first-hand activities. The childminder promotes personal, social and emotional development as children of varying ages play and interact well together. Regular visits to parent and toddler groups provide additional opportunities to promote interaction with others. The childminder regularly shares information with parents about their children's day. She understands fully the importance of sharing information about children's development, which helps to ensure their continuity of care.

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

Children are happy and demonstrate a strong sense of belonging and emotional well-being as the childminder establishes positive relationships with them from the start. She has developed flexible settling-in procedures to promote the smooth move from home to the provision. This is because the childminder gathers information of home routines that she adopts as necessary. Daily discussions and diaries help to keep parents informed about their children's care routines. The use of photograph albums provides children and parents with opportunities to look at previous play experiences undertaken. This helps children to build strong attachments with the childminder. In addition, she has developed relationships with the local school as well as other childcare providers. As a result, children's emotional well-being is fostered well.

Children's good health is effectively promoted through daily physical exercise and the

promotion of healthy eating, as balanced food options are offered for snacks. Active play is encouraged with access to the garden and regular trips to local parks. Children enjoy using different utensils indoors as they paint, sort and match objects and press various interactive resources, causing different responses. Children develop awareness about how to keep themselves safe. This is because the childminder uses language to talk about various aspects of safety. Older children show their familiarity with safety routines during the walk to the local school. For example, they wait at the pavement to carry out safe crossing alongside the childminder. These routines help children to manage their own potential risks.

Children are confident to independently access their choice of resources, which are well-presented within the stimulating learning environment. The childminder has provided pictures of resources that are stored in boxes to help children make independent choices. She implements appropriate hygiene routines to ensure children's good health is effectively promoted. The childminder provides an appropriate level of supervision, which protects children. She provides a consistent approach in organising daily routines and house rules help set the boundaries for children. Consequently, children behave well and have a good understanding of the routines and boundaries set.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements. She is aware of the typical signs and symptoms of potential abuse and has a firm understanding of the reporting procedures, should child protection concerns arise. The childminder ensures she keeps her knowledge of safeguarding procedures updated because she attends training. Her written policy is in-line with the procedures of the Local Safeguarding Children Board. She completes risk assessments and daily checks to ensure that children can play safely. The childminder is well-organised and ensures all of the required policies, procedures and records are in place. As a result, children's safety is effectively promoted.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Following attendance on training, she has gained knowledge and understanding of the purpose of the progress check for children between the ages of two and three years. In addition, she has the documents ready to complete this check, when relevant. The childminder understands the importance of self-evaluation as she continually reflects on her own practice to consider ways to improve the quality of service provided. For example, she has refined her process for planning to ensure children's individual next steps are clearly shown. Since the last inspection, the childminder has improved the way she monitors children's progress, using a tracking sheet, and assesses them regularly to ensure they make good progress. She is motivated and committed to keeping herself updated on practice. This is because she attends training courses when available and completes wider reading in order to keep abreast of developments and changes to legislation. The childminder uses formal systems to take into account the views of parents and children. Parents' written comments indicate

they are very happy with the care and service provided by the childminder.

The childminder is committed towards working in close partnership with parents. The effective exchange of information between parents and the childminder means that children's care and learning needs are promoted well. She has recently devised additional records, which encourage parents to share observations of their children's engagement in activities from home. Policies and procedures are shared with parents and they receive a copy of pertinent policies before their children start. The childminder is fully aware of the benefits of working with other professionals involved in children's learning, such as school and other childcare providers. This effectively contributes to supporting continuity in children's care and learning needs.

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	315123
Local authority	Warrington
Inspection number	871976
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	29/09/2009
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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