

Inspection date	16/09/2014
Previous inspection date	27/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 has a sound knowledge of safeguarding practices and has effective procedures in place. As a result, children are safe and well protected.
- Children are happy, content and relaxed in this warm and homely environment. Positive attachments with the childminder enable children to play, explore and learn independently.
- The childminder has established good partnerships with parents and other settings that children attend. Therefore, children benefit from a shared approach to their continued learning.
- Teaching is good because the childminder uses information gained from observations to plan exciting and challenging learning opportunities. Consequently, children are motivated and engaged in their play.
- The childminder involves parents and external local authority advisers in evaluating her practice. This means that she is developing and improving her service to benefit the children who attend.

It is not yet outstanding because

- There is room to enhance the organisation of resources to provide even more opportunities for children to independently access paint and craft 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 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 viewed all areas used for childminding.
- The inspector observed play activities indoors and outside.
- The inspector observed practice and interaction between the childminder and children during play.
- The inspector looked at a range of documentation, including the childminder's policies, procedures, evidence of suitability and children's assessment records.
- The inspector held discussions with the childminder in relation to her practice.
- The inspector conducted a joint observation with the childminder.

Inspector

Michelle Jacques

Full report

Information about the setting

The childminder has been registered since 1992 and she is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Timperley area of Cheshire. The kitchen, playroom, lounge and first floor bathroom are used for childminding purposes. There is an enclosed garden available for outside play. There are currently eight children on roll, of whom three are in the early years age group. The childminder attends local groups 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:

- enhance opportunities for children's independent learning by reviewing the organisation of some craft and paint resources, enabling children to make even more choices about their creative play.

Inspection judgements

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

The childminder has a very good knowledge of child development and fully understands how children learn. Consequently, she skilfully plans appropriate and interesting activities relevant to each child's stage of development. Written observations, photographic evidence and progress reviews are entered into children's learning journey documentation, to record and track children's progress in relation to their starting point. This information is shared with parents regularly. Consequently, the childminder is fully informed of children's abilities and preferences, enabling her to plan targeted activities to stimulate further learning. Ongoing assessment enables the childminder to quickly identify and close any emerging gaps in children's learning. Overall, observation, planning and assessment procedures are well implemented to ensure that children are making good progress across the seven areas of learning.

The quality of teaching is good. The childminder is skilful at knowing when to step back and when to intervene. For example, she offers gentle encouragement to a child when removing a cardigan, allowing time for the child to problem solve and independently complete this task. This ensures children are independent and confident learners endorsing positive self-esteem. A wide variety of resources and equipment are available both inside and outdoors that inspire and engage children in their play. Equipment is of good quality and appropriate for all ages. Children are able to independently access most play materials, supporting decision making skills and choice. However, a small selection of craft resources, such as paint is stored out of reach preventing children from fully exploring all creative materials available.

The programme of play and activities is enhanced as children participate in regular visits to parks and toddler groups. This helps children to be active, develops their knowledge of the world and local community around them and socialise with children of various ages. Exposure to a variety of interesting activities and outings, effective assessment and targeted planning, together ensure that children are making good progress, ready for the next stage in their learning and eventually school.

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

Children are happy and confident, sharing warm and close bonds with the childminder. To help children settle easily into her care the childminder gathers information from parents about children's individual abilities, routines and interests. This enables the childminder to provide continuity of care and familiar routines for children. As a result, children settle quickly and play confidently. The childminder takes time to build relationships with parents, family members and children supporting their sense of security and emotional wellbeing. For example, children talk fondly about people who are special to them and the childminder supports and encourages such discussions to develop a sense of well-being and fosters their emotional confidence.

Children are looked after in a very clean, well-organised and safe environment. The childminder acts as a good role model and teaches children how to behave well and understand boundaries. For example, children are reminded to tidy toys away when they have finished with them. Children are able to take small risks in the outdoor space such as, negotiating the trampoline. The slide is placed in a safe position on the grass and children learn to safely climb the steps under close supervision from the childminder.

The childminder encourages children to wash their hands with sanitising wipes before eating. She talks to children about 'keeping clean and healthy' and children listen and learn about safe practices from her commentary. Children are able to run, play and enjoy fresh air daily. Children access the garden directly from the playroom, enabling them to independently initiate outdoor play by free-flow access to outside environment. While outside, children run, jump, pedal and climb with ease, negotiating a variety of play equipment. For example, children jump on the trampoline and climb the steep steps to the slide, taking small supervised risks. Children demonstrate good physical confidence as they are able to explore and move freely in the outdoor space. Children's health and well-being is promoted well by the childminder.

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

The childminder has a good understanding of safeguarding and welfare requirements and is familiar with the procedure to follow if she has concerns. She has completed relevant child protection training to ensure her knowledge in this area is appropriate. Clear procedures are in place to ensure any hazards are effectively minimised and risks are identified and eliminated. Necessary preventative measures have been taken to promote safety such as, radiator covers, window locks, plug socket protectors and smoke alarms. As a result, hazards in the environment have been effectively eliminated to enable children

to learn and play safely.

The childminder monitors children's progress through effective and well embedded assessment procedures. Children are making good overall progress. The childminder has a good understanding of the learning and development requirements. Therefore, the programme of play and activities are age appropriate and suitably challenging, igniting children's curiosity and interest. Children are motivated to learn. The childminder is committed to continuous improvement. She works with the local authority to evaluate her practice and identify areas to improve. Parents contribute to evaluation procedures by completing questionnaires to disclose their views and opinions. This enables the childminder to reflect and adapt practice, to meet the needs of the families she supports.

Relationships with parents, other early years providers and schools children attend are well-established. The childminder maintains a good two-way flow of information with parents and carers via daily discussions. This ensures both parties are fully aware of the child and any changes to their needs. Parents write they are extremely happy with the service. Overall this is a warm, happy and relaxed childminding service in which children are well supported to make good progress, preparing them for their next stage and eventually school.

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	318176
Local authority	Trafford
Inspection number	819087
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	27/07/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

