

Inspection date	17/12/2014
Previous inspection date	10/11/2008

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 have formed good relationships with the childminder and their friends. This enables them to feel self-assured and engage successfully in learning through play.
- The quality of teaching and learning is good. The childminder has a good understanding of the abilities and needs of children in her care. As a result, children make good progress in their learning.
- Partnerships formed with parents are highly effective with everyone working closely together to meet children's needs.
- The safeguarding and welfare requirements are understood well by the childminder. She has clear policies and procedures, which are embedded into the daily routine to ensure that children are kept safe.

It is not yet outstanding because

- The childminder does not fully maximise opportunities to reflect on her practice, to help her identify strengths and weaknesses and develop clear improvement targets. As a result, opportunities are missed to continually develop and improve practice in order to sustain the best possible outcomes for children.

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 interactions between the adults and the children present.
- The inspector had a tour of the premises and spoke with the childminder and her assistant and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journal records and a selection of written records and policies.
- The inspector checked evidence of the suitability of adults living and working on the premises and the childminder's qualifications.
- The inspector took account of the views of parents from information included in the childminder's own parents' surveys.

Inspector

Helen Akehurst

Full report

Information about the setting

The childminder was registered in 1997. She works with an assistant and her daughter who is also a registered childminder. The childminder is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter in the Broadheath area of Altrincham. The whole of the ground floor and a downstairs bathroom are used for childminding and there is a secure garden available for outdoor play. The childminder's home is close to local amenities, including parks and shops and the family have a pet rabbit. There are currently 17 children on roll, 11 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 6.30pm, 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:

- develop further opportunities to reflect on practice, identify strengths and weaknesses and develop clear improvement targets, to ensure that practice continually improves and outcomes for children are maximised.

Inspection judgements

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

The childminder has a good knowledge of how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. Children choose between the indoor and outdoor environment so they can play where they learn best. In the outdoor area children enjoy climbing and balancing and throwing and rolling balls, developing their large physical skills. There are opportunities indoors and outdoors for children to make marks, which supports them in their early writing skills. Children explore a range of textures, such as sand and pebbles and the childminder introduces mathematical language, such as, big, small and middle sized, which supports children's understanding of shape, space and measure. The childminder provides children with opportunities to listen to music; and sing and dance which enables children to express themselves creatively and supports them in being imaginative.

Using starting points from discussions with parents and detailed feedback, the childminder is able to build on what children know and extend their learning. The childminder regularly shares children's progress with the parents through daily discussions and provides them with information about the children's next steps in learning so they are able to continue the learning at home. Therefore, a consistent approach is created. The childminder

completes ongoing observations of the children, which allows her to provide activities and experiences that enhance learning and support children to make good progress. The childminder maintains a record of individual children's learning. This record contains written observations and photographs, and links into children's weekly planning. Children's progress is accurately monitored and these clear procedures enable the childminder to target learning in the areas of greatest need.

The childminder demonstrates an awareness of how to support children with special educational needs and/or disabilities. She is knowledgeable about which agencies to consult and the process of assessment. As a result, all children are supported in making good progress over time, given their starting points. The childminder plays alongside the children and is constantly encouraging them to talk and develop their vocabulary. Children enjoy looking at familiar books with the childminder and point to the pictures, then the childminder talks to them about the story, which supports them to make good progress in communication, language and literacy. Regular visits to a local childminding group give the children the opportunity to play with other children and develop friendships, which helps them in developing their social skills and to be ready for their next stage in learning.

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

The childminder has established strong and secure attachments with children in her care. Her sensitive and calming approach means children are happy and content as they play and seek resources that stimulate their interests. The childminder respects children's views, and values their opinions as she consistently offers them choices. For example, children choose from a selection of fruit for their snack, and decide how they will use different resources to support them in their play. Therefore, children are emotionally well prepared for their next stage of learning. The childminder gathers a range of information from parents and children visit a number of times before they start. This supports a smooth move into her care and supports children's emotional well-being. She discusses the children's routine with parents daily and ensures that all parents understand what children have been doing throughout the day through regular conversations and daily diaries.

The childminder sets clear and consistent boundaries for children, thus helping them to manage their behaviour. She fully understands the developmental needs of all the children. For example, she explains how younger children sometimes find sharing and turn-taking difficult and she has implemented strategies to support children in behaving appropriately. Therefore, children are learning about the impact of their actions. The childminder offers the children lots of praise and encouragement, which boosts their confidence and self-esteem. The childminder gives clear explanations to the children to support their understanding of risk. For example, when she is preparing lunch, she explains that pans and dishes can be hot and this can hurt us, which is why children are not allowed into the kitchen area while she is cooking.

The childminder promotes good hygiene and independence. Children are encouraged to wash and dry their hands independently after using the toilet, before eating and after

coming in from playing outside. The childminder provides children with healthy snacks and freshly cooked meals and ensures meal times are a pleasant, sociable time where they all chat together. She supports and encourages young children to learn how to eat independently, enhancing their self-care skills. Children have many opportunities to access fresh air and undertake exercise, which contributes towards a healthy lifestyle. The childminder talks to children about healthy choices, helping them to understand which foods are healthy and why exercise is good for us.

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

The childminder demonstrates a good understanding of her safeguarding responsibilities. She has an up-to-date policy, which outlines the procedures in place in the event of a safeguarding concern. The childminder undertakes a risk assessment of her home and of outings and puts effective measures in place to minimise any potential hazards. For example, children practise fire drills so they know what to do in the event of a fire or an emergency. The childminder has an up-to-date first-aid qualification so she is able to respond to accidents and injuries swiftly. The childminder vigilantly checks the identification of visitors and keeps a written record of them. She implements a clear mobile phone policy in order to protect the children in her care.

The childminder ensures that her planning, observations and assessments meet children's individual interests. She monitors their development regularly and completes summative assessments. Consequently, it is clear how well children are progressing towards the early learning goals and any early intervention required can be easily identified. The childminder supervises her assistant to ensure that children's opportunities are consistent and appropriate, and that teaching and learning remain consistently good. The childminder has attended recent training courses to keep herself up to date and has used this knowledge to make improvements to her practice, such as reviewing and amending risk assessments to help keep children safe.

The childminder has sought the views of parents to help her improve her practice. However, the childminder does not fully maximise opportunities to reflect on her practice, to help her identify strengths and weaknesses and develop clear improvement targets. As a result, opportunities are missed to continually develop and improve practice in order to sustain the best possible outcomes for children.

Parents' questionnaires demonstrate their satisfaction in the care and learning their children receive from the childminder. Parents praise her for the service she offers and make comments, for example, 'They promote healthy eating with the food on offer during the day for mealtimes and snacks...they are nutritious and varied. They give us ideas for menu ideas at home too'.

The childminder has established good relationships with other settings the children attend. She is aware of the importance of sharing information with other providers of the Early Years Foundation Stage to fully support children's learning. Furthermore, she attends a local group where she meets with other childminders where she can make links and share

good practice. The childminder is conscientious and committed to her work with children and works hard to provide a good quality learning environment for all.

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	318410
Local authority	Trafford
Inspection number	868504
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	10/11/2008
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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