

Inspection date

29/08/2014

Previous inspection date

05/10/2011

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 secure understanding of children's abilities, interests and the next steps in their learning. As a result, children are active learners who are making good progress in relation to their starting points.
- The childminder's inclusive practice is a strength of the service she provides. This ensures every child is welcomed and given equally good levels of support. As a result, children form strong and secure emotional attachments.
- The childminder has a good understanding of her role and responsibility to protect children in her care and to keep them safe at all times. She has effective safeguarding procedures that promote children's welfare.
- Partnerships with parents are strong. As a result, parents are actively involved and this ensures a consistent approach to supporting the care, learning and development of children.

It is not yet outstanding because

- The childminder does not always consistently promote children's mathematical development fully, to encourage children to use counting and comparing during activities and everyday situations.
- Occasionally, the childminder does not give children enough time to answer questions, and sometimes pre-empt them. As a result, children's already good opportunities to think creatively and critically are not always maximised.

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 the premises used for childminding, both indoors and outdoors.
The inspector sampled children's assessment records, planning documentation and
- looked at a selection of policies and procedures, including safeguarding and risk assessments.
- The inspector checked evidence of the qualifications and suitability of the childminder and other members of the household.
The inspector talked to children and the childminder at appropriate times
- throughout the inspection and observed a variety of activities both indoors and outdoors.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of others.
- The inspector took account of the views of parents by reading a number of comments on questionnaires and letters given to the childminder.

Inspector

Sharon Hennam-Dale

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 12 and 15 years in Alderley Edge, Cheshire. The whole of the ground floor and first floor, with the exception of the main bedroom, are used for childminding. There is an enclosed garden for outside play. The childminder operates all year round from 7am to 6pm, Monday to Friday, except family holidays. Children attend for a variety of sessions and overnight care is also provided. There are currently seven children on roll, all of whom are within the early years age range. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She regularly attends local children's activity groups and visits the local library and parks. The childminder drops off and collects children from the local schools. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance children's mathematical development through everyday activities and experiences, for example, by extending children's skills through counting and comparing toys and other items
- enrich children's creative and critical thinking skills even further by giving them time to think about and formulate their responses.

Inspection judgements

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

Children are very happy, settled and enjoy their time with the childminder. The childminder has a secure knowledge and understanding about how children learn and there is a good balance of adult-led and child-initiated activities. The childminder is knowledgeable about the learning and development requirements and uses this well to support the children within her care. She provides children with a wide range of experiences, which support their development across all seven areas of learning. The childminder undertakes daily observations and assesses each child's development accurately during their time with her. Children have an individual learning journal that details their starting points, ongoing progress and next steps in learning. This is supported with photographs, which are used to complement observations and assessments. The childminder uses this information well to identify and accurately plan activities, which meet the specific interests and developmental needs of individual children. Consequently, all children within her care learn well, and are making good progress in their learning and

development. The quality of teaching is good. The childminder places high priority on supporting children's communication and language skills, and positively builds on these by modelling language for children, and providing lots of opportunities to practise their skills so they become confident talkers. The childminder is skilful in using questions to extend and promote thinking. For example, she asks 'what is it?' or 'what colour is that?' when talking about toy vehicles. However, sometimes she pre-empts their answers and does not allow time for children to respond fully. As a result, children's already good opportunities to think creatively and critically are not always maximised. The environment is rich in print and children have access to a wide range of age-appropriate books. The childminder learns words and she has books in foreign languages, to help support children with English as an additional language.

The childminder encourages children to choose what they want to do and they have access to a good range of resources. Children are introduced to exciting sensory activities, which captivate their attention for a prolonged period of time. For example, the childminder introduces a mirrored mat and clear balls containing different visual resources. Children laugh and squeal with delight and enjoy looking at their reflections in the mat and are fascinated as they explore reflections of other objects. The childminder engages in their play and great fun is had, as children enjoy rolling the balls across the mat and to each other. Babies touch and feel different textures through a wide range of colourful, stimulating resources, such as ribbons and shakers, which enable them to develop their early exploratory skills. Children enjoy exploring simple equipment, promoting their awareness of technology. They press and push buttons, turn equipment on and off and successfully use a range of tools and equipment when scooping and raking sand. Children develop their imagination as they access role-play resources, such as a kitchen and workbench, and their creativity is enhanced as they listen to music and explore making sounds with musical instruments. However, there is room to extend children's mathematical development more frequently. This is in order to enhance children's understanding and awareness of mathematics, for example, by counting and comparing toys and items with the children as they play. The children have lots of opportunities to learn about the world around them, as the childminder takes them on regular trips. They visit the library, local parks and children's activity groups. As a result, children are actively involved, motivated and are acquiring the skills, attitudes and dispositions they need to be ready for the next stage of their learning and eventually school.

The childminder works well in a strong partnership with parents. She gathers details of children's starting points through initial discussions with parents and an 'All about me' sheet about their children. Children's progress and achievements are shared with parents on a daily basis through verbal exchange, a daily diary and electronic communication. As a result, parents have a good understanding and are actively involved in their children's learning. The childminder is fully aware of her responsibility to complete the progress check for children between the ages of two and three years. She shares this with their parents, so that they know what progress their child is making and can share this with the child's health visitor. Children with special educational needs and/or disabilities are fully supported, as the childminder works in extremely close liaison with other professionals. This reflects the high level of care and commitment that the childminder has and places on supporting children of all backgrounds and abilities to ensure they are able to make good progress in their learning and development.

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

The childminder ensures every child is welcomed and given equally good levels of support in a nurturing, family environment. She has established strong and secure relationships with parents to support children's care, learning and development. Families invite her to their homes to share in their family events and seek her support for any concerns they have at home. Children are settled into the childminder's home gradually, which helps to foster their sense of security. The childminder gathers good information about children's needs, likes and routines. This contributes to the childminder knowing children well and enables her to meet children's individual needs from the very beginning. As a result, children are settled, happy and contented and build secure emotional attachments, which helps to increase their confidence and self-motivation. There are warm interactions between the childminder and all the children in her care. Babies enjoy cuddles and smile contentedly as she speaks to them and toddlers know that she is close by, should they need reassurance or support. The close, loving relationships the children have with the childminder promote children's self-esteem and are valued by parents. The childminder provides further opportunities to support children's personal, social and emotional development as she attends local activity groups with them on a regular basis, providing opportunities for them to meet and play alongside others. This helps children develop confidence and social skills in different surroundings. Consequently, the childminder provides good support to prepare children emotionally to move to other settings, such as nursery and local schools.

The childminder makes sure the environment reflects the children's current interests by rotating resources regularly. All resources are clearly labelled so children can make active choices and develop their independence. The childminder is a good role model and is calm and consistent in her approach to managing behaviour. She uses meaningful praise and continually models how to treat each other with respect. When children occasionally find it difficult to share, the childminder is very supportive and reminds children of why they need to share and take turns as they learn to play alongside each other. As a result, children play cooperatively together and behaviour is good. The childminder ensures that her home is safe for children by carrying out risk assessments and ensuring that risks are minimised by implementing effective safety measures. The children are developing a good understanding about safe boundaries and ways in which they can keep themselves safe. For example, children learn how to keep themselves safe in an emergency, by taking part in regular evacuation procedures. In addition, they are learning about road safety as they walk to places in the local area, such as the park. The childminder teaches children to consider and value the backgrounds of people living within both the local and wider community. Children develop a positive awareness as they learn through interesting activities focused upon cultural festivals. This supports their understanding of the world they live in.

Children are actively encouraged to develop healthy lifestyles and enjoy outdoor play and exercise on a regular basis. They have easy access to the childminder's rear garden and also visit the local parks. They develop good physical skills as they freely run, climb and use individual resources outside that challenge their agility. For example, the children

enjoy riding trikes and are able to take risks in a safe way as they practise their balancing on the see-saw with the help and encouragement of the childminder. The childminder ensures she follows good hygiene procedures and encourages children to do the same, such as washing their hands before meal and snack times. She reminds them to drink frequently to keep hydrated and provides healthy meals and snacks, teaching the children about foods that are good for them. She works with parents in order to discuss any individual dietary requirements. Children's independence is appropriately fostered during self-care routines. For example, they are encouraged to dress themselves, putting on their own coats and shoes. This prepares them well for their next steps in development as they become increasingly skilled, independent and confident.

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

The childminder has a good understanding of her roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains and implements a wide range of written policies and procedures, which are maintained to a high standard and used to underpin the safe, smooth and efficient management of the provision. The childminder's knowledge of child protection and safeguarding issues is secure. She has up-to-date information from the local authority and clear procedures in place to follow if she has concerns about a child. In addition, she has effective procedures and risk assessments in place to ensure she keeps children safe on outings or at home. For example, risk assessments to ensure children's ongoing safety on outings ensure minimum risk. Children's safety and well-being are further promoted as the childminder has up-to-date paediatric first-aid training. Parents are provided with access to a full copy of the childminder's policies and procedures, which ensures that they are made aware of the childminder's responsibilities to protect all children in her care.

The childminder has a secure understanding of her responsibility, in meeting the learning and development requirements of the Early Years Foundation Stage. Children's progress is effectively tracked towards the seven areas of learning, and she carries out regular observations and assessments to identify any gaps in their learning and development. As a result, the childminder is able to match activities to children's individual needs and interests to ensure they make good progress. The childminder has developed good partnerships with parents and effectively communicates with them, as they receive daily feedback about their child's care and activities and a regular newsletter. Parents all spoke very positively about the childminder, the activities the children experience, the progress in children's learning and the 'happy environment'. Parents praise the level of 'interactive play', 'stimulating fun' and say that children are 'thriving'. As one parent states, the childminder has 'created a home with the feeling of love and care and children love being there'. Consequently, children make good progress in their learning because of the effective support and continuity of care and learning they receive.

The childminder has high expectations of herself and strives to provide the best outcome for all children in her care. She is highly committed to promote children's learning by working with other providers in order to exchange information about children's development. As a result, she uses a good range of strategies to work with children who

have any special educational needs and/or disabilities, or children who speak English as an additional language. The childminder has ensured that she has made improvements to her practice in order to fully implement the recommendations from the last inspection. She makes good use of self-evaluation to help her identify her strengths and areas to improve. She effectively involves others in her improvement plans, for example, through the use of parent questionnaires. She also welcomes the support and guidance of the local authority coordinator and networks with other childminders to share good practice. As a result, the childminder demonstrates a good capacity for continual improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	500460
Local authority	Cheshire East
Inspection number	877160
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	05/10/2011
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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