

Inspection date	16/07/2013
Previous inspection date	12/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder supports children's personal, social and emotional development well. Children have a strong bond with the childminder, which helps them feel secure.
- Children are happy and settled. They confidently follow familiar routines and the childminder provides lots of praise and encouragement to promote their good behaviour.
- Children are comfortable and relaxed in the childminder's family orientated home. They confidently follow familiar routines and the childminder provides lots of praise and encouragement to promote their self esteem.

It is not yet good because

- Observations and assessments of individual children lack some of the necessary detail needed to enable the childminder to have an accurate understanding of what children can do and need to do next.
- There is no progress check in place to share with parents for children aged between two and three years, in order to identify children's strengths, or areas where progress is less than expected and to identify any concerns.

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 in the dining/kitchen room and the garden.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation and discussed the provider's self-evaluation.
- The inspector spoke with the childminder, her assistant and children at regular intervals throughout the inspection.

Inspector

Ron Goldsmith

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 husband, adult child and child aged 12 years. The family live in Warmingham, Crewe, East Cheshire. The whole of the ground floor and one bedroom on the first floor are used for childminding purposes. There is a secure area available for outdoor play.

There are currently 19 children on roll, five of whom are in the early years age group. The family have two chickens. The childminder is able to collect children from local schools and pre-schools. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve observation and assessment of children's learning, so that there is a clear understanding of their levels of achievement and challenging learning experiences can be planned that support their next steps
- complete a progress check for all children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas.

Inspection judgements

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

The childminder generally supports children well as she interacts with them and joins in their play. She talks frequently to them, modelling language and asking some challenging and open questions to encourage their thinking. They make suitable progress in most areas of their learning and development and begin to acquire some overall skills that help to prepare them for their future learning. This is supported by a balance of adult-led and child-led activities. For example, children enjoy being outdoors on a hot day as they sit in a shaded area to paint on paper, or their hands. They giggle and chat with the childminder and demonstrate complete confidence in her, showing that they feel safe. Very young children are confident and demonstrate effective communication and language

skills by talking to the adults present and recalling events that have taken place in their families. They run and toddle about the garden with freedom and confidence, enjoying the fresh air and warm sunny day.

Children settle well into the childminder's home. They explore independently, as well as seeking out the childminder, or her assistant, to show her things and to ask for her help if they feel they need it. They benefit from her warm interaction and guidance. However, the childminder has not implemented the progress check for children at age two and so is not able to share children's progress with parents. This is a breach of regulations. Children enjoy books, which they look at with enthusiasm. They understand how to operate simple technology as they play with battery operated toys. Children use their imaginations inventively in the setting, for example, flapping their arms to mimic the wings of birds as they run to the bottom of the garden.

They learn about some aspects of diversity from around the world. For example, they play with books and resources that help them begin to learn about differences in society. Information about children is given by parents when their children start at the setting. Children's routines and achievements are shared with parents at the end of the day. As a result, children are beginning to obtain the skills, attitudes and dispositions they need to be ready for school or the next stage of learning overall. However, the childminder is not routinely tracking children's progress, nor are observations and assessment securely linked to planning the next steps in their learning. Therefore, children's learning is not wholly consistent and they do not make the best possible progress because the childminder cannot be sure that activities are suitably challenging and interesting enough.

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

Children are relaxed and confident in exploring their surroundings, supported by the childminder, who knows them well and understands their likes and dislikes. She ensures that individual children have their needs soundly met and works closely with their families to help suitably support their welfare. This helps them to form secure bonds and to settle into their surroundings comfortably. All children show confidence and develop a sense of belonging because they are welcomed into the setting. Children demonstrate affection for people, who are special to them, such as the childminder and her husband, who acts as an assistant when required. Children know they can go to them for comfort and reassurance if they need it.

The behaviour of children is generally good and their self-esteem is well promoted as the childminder offers consistent praise and encouragement. Some information is exchanged with parents and carers regularly, which results in each child being respected and valued. Babies and young children have their individual home care routines followed, with regard to feeding and sleeping. The daily routines and activities reinforce children's awareness of health. For example, they are reminded about the importance of hand washing before meals and after messy play. They enjoy vigorous outdoor play in the fresh air, appropriately developing their physical skills and well-being. Children are provided with

healthy meals and snacks, such as porridge or fruit and drink water in hot weather. This helps to promote some basic awareness of a healthy lifestyle. Children show that they feel safe and secure in the setting as they investigate and explore their surroundings.

Children are well prepared for the next stage in their learning and development as the childminder supports them in making the move to pre-school and reception class at school. Regular visits to other groups and settings means that children can develop confidence in various social situations, which helps to prepare them for moving on. The childminder adeptly involves children in activities that encourage them to learn how to concentrate during specified periods of time. Information is shared with other providers, which effectively promotes the continuity of care and learning for each child.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. She is confident in her ability to implement procedures effectively, in order to protect children. Risk assessments are recorded and identify possible hazards and the action taken by the childminder to reduce risk within the setting and during outings. This means that children are kept as safe as possible. All required documentation is in place and includes procedures to be implemented in the event of lost, uncollected children and safeguarding procedures. Space and resources are effectively organised to meet children's needs and to promote their development. The childminder provides suitable supervision to ensure their safety is promoted and assesses all areas that are used by children to ensure that action is taken to minimise potential hazards. However, this inspection was brought forward because Ofsted received information about a recent incident when a parent was not informed of an injury sustained at the setting. The systems for reporting accidents and injury were not robust enough to ensure children's welfare. This was a breach of requirements. The childminder has reviewed her procedures and has taken suitable steps to ensure that a similar incident does not happen again and that children's safety is promoted through accurate record keeping and reporting.

Partnership working in the wider context is good. The childminder shares information between settings when children attend more than one provision. She has established a friendly relationship with parents and regularly shares information about children's routines and the activities they take part in. Parents are asked to share all that they know about their children and are regularly informed, in daily discussions, about the achievements their children make. Parents comment positively about the childminder in testimonials provided. For example, one parent provided a statement saying the childminder is 'dedicated and professional' and that they feel their children are safe with the childminder.

The childminder understands the purpose and value of self-evaluation. She is very willing to seek advice, guidance and training, in order to improve her knowledge and skills. She is committed to making ongoing improvements, so that the quality of care, learning and development for children is further enhanced. She has developed links with the local

school where some children attend. The childminder is fully aware of the importance of sharing appropriate information to support their care and learning needs. She demonstrates a good understanding of the importance of working in partnerships with other agencies. This supports children's all-round development effectively.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY250351
Local authority	Cheshire East
Inspection number	927140
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	12/03/2012
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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