

Inspection date	03/11/2014
Previous inspection date	28/09/2009

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

- The childminder has a good understanding of how children learn and develop and offers a varied curriculum to support them in all areas of learning. As a result, the quality of teaching is good and children are developing the skills, which they require for their next steps in learning, including a move to school.
- Children are happy and confident at the setting as the childminder builds effective relationships with them and knows each child well, through effective partnerships with parents.
- The childminder's systems for monitoring children's progress and development are accurate and effective. As a result, she is able to provide a broad and balanced curriculum and secure interventions for children where necessary.
- The childminder has a good understanding of the signs and symptoms of abuse. Both she and her assistant are confident in following the comprehensive safeguarding policies in place at the setting. As a result, children are protected from harm.

It is not yet outstanding because

- Children's curiosity is not always effectively fostered by some activities because the childminder does not support them fully in developing their problem solving skills.
- The childminder does not always maximise opportunities for children to develop their growing independence during care routines, for example, at mealtimes.

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 reviewed evidence of the suitability of the childminder, assistant and other adults living in the house and a sample of qualification certificates, including paediatric first aid.
- The inspector observed activities in the indoor and outdoor area and conducted a joint observation with the childminder.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection and reviewed a sample of children's learning records.
- The inspector took into account views of parents spoken to during the inspection and evidence of written feedback from parents collected by the childminder.

Inspector

Lauren Grocott

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 15, 11 and six years in Ellesmere Port, Cheshire. Most areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The family has a pet dog. The childminder works with an assistant on a part-time basis. She currently has 10 children on roll, of whom six are in the early years age range. The childminder can take and collect children from local schools and nurseries. The childminder provides care from 7.30am until 6.30pm, Monday to Friday, for 47 weeks of the year. She holds a relevant level 3 qualification in childcare and is a member of the Professional Association for Childcare and Early Years. The childminder has 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:

- provide even more opportunities to further children's problem solving and exploratory skills, for example, by involving them in research about topics that interest them
- maximise opportunities for children to develop their growing independence, for example, by allowing more time for them to use their own cutlery before offering them support.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop and offers a varied curriculum to support them in all areas of learning. As a result, the quality of teaching is good. Children engage in sensory play in a dark den, learn about textures by exploring shaving foam with their whole bodies and begin to understand the world around them through frequent outings in the local and wider community. The childminder effectively fosters their language skills as she uses signing to support children's early communication. Children benefit from a wide variety of physical play equipment in the childminder's garden and learn to navigate spaces successfully as they play with the childminder's dog.

Children are motivated to learn as they are offered a broad and varied curriculum. The childminder engages them and encourages their critical thinking skills by asking children about what they are doing and what they think might happen next. Children are keen to

engage in planned activities as the childminder makes these exciting and interesting. The childminder is skilful at re-directing tasks to extend children's learning further. However, occasionally, children's curiosity is not always effectively fostered in some activities because the childminder does not support them fully in developing their problem solving skills. For example, by helping children to discover the name of certain types of spacecraft through reading or research. However, all children are making good progress and developing the attitudes, skills and dispositions, which they require to prepare them for their next steps in learning or a move to school.

The childminder collects good quality information from parents about what children already know and can do before they start attending her setting. This enables her to complete an accurate assessment of children's skills and track their progress effectively. Parents are extremely well informed of children's learning as they receive updates via specialised electronic software, as well as through daily conversations with the childminder. Her arrangements to complete the progress check for children aged between two and three years, are very effective and support continuity of approach between the setting and home. This means that children are very well supported and making good progress towards the early learning goals.

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

Children are happy and confident at the setting as the childminder has effectively implemented her key-person system. She gets to know children well due to the good quality information, which she collects from parents when they first begin attending her setting. The childminder has a strong commitment to continually share information with parents and this means that she is able to adapt to children's individual routines at all times. As a result, their emotional well-being is effectively fostered. The childminder is a good role model for children and uses effective strategies to support their understanding of good behaviour. For example, she has house rules in place, which ensures older children have a clear understanding of how they are expected to behave. Younger children are also well supported by the childminder's strategies to introduce turn taking during play.

The childminder has created a welcoming, inviting and engaging setting. She has developed the setting to allow children to follow their interests freely and they can access almost all of the exciting resources available as they are stored at their level. Children are also offered free-flow play between the indoor and outdoor area. As a result, children's independence is generally very well supported. The childminder also allows children to manage their own care or hygiene routines where appropriate, for example, using the toilet or brushing their teeth. She provides them with clear messages about why it is important for them to keep their teeth clean or why they should not use the potty until it has been cleaned. However, the childminder does not maximise opportunities for children to develop their growing independence through daily routines. For example, children are sometimes supported in using their cutlery before they have had an opportunity to try and cut up food by themselves.

Children gain a good understanding of their own safety and how to look after their bodies.

This is because the childminder provides many opportunities for children to take safe risks through the curriculum, for example, by using large play apparatus at the setting or going on trips to local adventure trails. She also provides opportunities for children to visit the local life boat or police stations to support their understanding of adults, who can help them. Children develop a good understanding of healthy lifestyles as the childminder provides them with nutritious meals and snacks, such as fresh fruit and vegetable sticks. They have frequent opportunities to engage in physical exercise to keep their bodies healthy. As a result, their good health is well supported.

The childminder's arrangements to support children moving into or out of her setting are good. She collects meaningful information from parents about their children and ensures that this is kept up to date at all times. The childminder is able to get to know children quickly and support their emotional well-being effectively. She has devised good systems to support children, who attend other settings, by proactively seeking information from other settings and maintaining communication about their learning and development. Children are supported through a move into school as the childminder takes them on visits and talks to them about what their new setting will be like. As a result, children are emotionally well prepared for their next steps in learning or a move to school.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation stage. Her knowledge of the signs and symptoms of abuse is good. Both she and her assistant are confident in following the comprehensive safeguarding policies in place at the setting. As a result, children are well protected from harm. The childminder has had appropriate vetting checks completed for her assistant and other adults living in her house. She has a register for visitors and keeps her front door locked to prevent unauthorised access. This means that children are well protected and the childminder is vigilant to any potential hazards. The childminder conducts fire evacuation drills with children and efficiently maintains records of any accidents, incidents or injuries. She also completes risk assessments of her home, the outdoor area and all outings to identify and minimise hazards. This promotes the efficient management of her setting to ensure children are kept safe.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Her systems for monitoring children's progress and development are accurate and effective. Parents are kept well informed of children's learning as they can access the childminder's observations and assessments of their progress using electronic software. This also allows them to submit their own comments. They delight in the progress their children make while attending the setting and describe the ideas that the childminder has to promote their learning and development as 'inspirational'. The childminder is able to provide a broad and balanced curriculum to support children in their progress towards the early learning goals. Her monitoring arrangements are effective and enable the childminder to quickly identify any areas of learning that are less than expected. The childminder understands the importance of partnership working with other agencies and how and when information should be shared.

She is, therefore, able to quickly secure interventions for children where necessary. As a result, all children are supported to make good progress in their learning.

The childminder understands the importance of self-evaluation and demonstrates a clear knowledge of how she wishes to improve her provision. She has regular meetings with her assistant to discuss their practice and training needs. The childminder reflects on her own practice and secures training beyond the statutory requirements to improve the quality of her provision. For example, the childminder and her assistant recently completed training about the use of natural resources in the outdoor area. As a result of this, the childminder operates more free-flow play between the indoor and outdoor area, supporting children's choice of their learning environment. She has also developed a 'mud kitchen' to enhance children's understanding of the natural world and their creative and imaginative play. The childminder continues to implement a targeted training plan where possible to improve the setting further. As a result, she is effectively meeting the needs of all children attending and demonstrates capacity to sustain 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	EY266867
Local authority	Cheshire West and Chester
Inspection number	856057
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	28/09/2009
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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