

Inspection date	23/06/2014
Previous inspection date	22/10/2008

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		1
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 quality of teaching is consistently good because the childminder uses skilful questioning to encourage children to think critically and creatively in their learning. As a result, children are enthusiastically motivated and eager to learn.
- The childminder provides a rich variety of challenging activities in an exciting and stimulating learning environment. This results in children who are actively involved in their learning, making excellent progress.
- The childminder provides a secure environment where children feel safe in her care and build strong attachments. As a result, they are happy, settled, and confident to explore their environment, preparing them well for the next stages in their learning.
- Partnerships with parents are highly valued by the childminder. As a result, opportunities for parents to share information about their children's learning are promoted continuously.

It is not yet outstanding because

- Despite children progressing extremely well, there is scope to maximise opportunities to promote children's choice of activities, in particular, to allow the youngest children to express themselves by freely accessing resources to initiate their own play.
- There is scope to extend children's level of independence and management of their own personal needs during snack time.

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 play activities and interaction between the childminder and children, both indoors and in the outdoor environment
- The inspector held discussions with the childminder during the inspection.
- The inspector undertook a joint observation with the childminder.
The inspector examined a representative sample of documentation including
- children's records, policies and procedures, and suitability of adults working with children.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children, aged four and 10 years, in a terraced property in the Boughton area of Chester, in Cheshire. The childminder is registered to work with an assistant. The whole of the downstairs of the house is used for childminding. There is an enclosed rear garden available for outdoor play. The family has pet rabbits and guinea pigs. The childminder attends a toddler group and activities at the local school. She visits the local shops, parks and playgrounds on a regular basis. She collects children from the local schools. There are currently 12 children on roll, five of whom are in the early years age range and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities and children who speak English is an additional language. The childminding provision operates all year round, from 6.30am to 7pm, Monday to Sunday, except bank holidays and family holidays. The childminder 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:

- consider maximising access to the already excellent resources in the indoor environment, for instance, by providing opportunities to allow younger children to express themselves and initiate their own play
- consistently encourage children to be independent and manage their own personal needs, for example, by prompting children to wash their hands and sit at a table to eat for all snacks, so that they are able to enjoy a sociable interchange and manage their personal needs relative to their ages.

Inspection judgements

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

Children are happy explorers of this exciting stimulating environment. They are confident learners who are able to solve problems and make decisions to develop their own ideas, try new things and take risks to succeed. The quality of teaching is consistently of a very high quality. Children are supported by the childminder who values their opinions and ideas. This leads to exciting, challenging and interesting play experiences for children. For example, children express their interest in books, and make intelligent links from fictional and real life characters to their play. They relate their own learning of sign language to a character they enjoy watching on children's television, imitating his adventures using soft toys and adding to their growing vocabulary of signs. A spontaneous learning experience,

in the indoor environment, during a music and movement activity, enriches children's knowledge and understanding of the world, when they are able to sing a song in Spanish and relate to prior experiences of living in another country. This prompts many conversations about the world, where a giant map allows opportunity for children to trace countries and lands where extended family and friends reside. An absorbing activity follows in the book corner as children group together and share stories. Older children model the way the childminder encourages counting and colours as they look at pictures with the youngest children, counting up to 10 successfully. When a minor conflict arises over a favourite book, the childminder intervenes asking children what to do. They answer 'share' yet when the disagreement continues, the children are asked again, what to do. They suggest using an 'egg timer,' and one is produced to allow each child time to look at the book and afterwards share with others. This enables children to resolve their own conflicts and regulate their own behaviour effectively. Children are rewarded with a group story of their choice, cuddled together on the sofa, clearly enjoying the childminders exciting adventurous storytelling.

Exceptional educational programmes have depth and breadth across all areas of learning, enhanced by a range of innovative resources to create stimulating, exciting play activities for children. The childminder has very high expectations of children. Using her expert knowledge of the areas of learning and a clear understanding of how children learn, she provides rich, varied and imaginative experiences for the children. The playroom is colourful and provides a variety of materials and resources. In the reading area there are a rich variety of books on display, enhanced by puppets, persona dolls and story sacks, with soft toy characters from familiar stories to fire up children's imagination. Older children are fully involved in initiating their own play experiences and organising resources, supported by the childminder who values children's preferences and interests. However, there is less space and opportunities for the younger children to access play equipment, to enable them to move independently between activities and initiate their own play.

Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning. An outstanding feature is the shared use of the Early Years Foundation Stage documentation. It is monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. For example, children's individual progress is consistently shared with parents, who are provided with their own copy of this document, to enable them to assess and monitor their own child's progress at home. Photographic evidence is shared on individual and confidential, portable memory sticks for parents to update their child's profile on a weekly basis. This results in exceptional partnership with parents in supporting their own child's learning. From the start, detailed starting point information is gathered from parents, in addition to an effective use of the progress check for children between the ages of two to three years. This ensures all children, including those with special educational needs and/or learning disabilities and those who speak English as an additional language, are progressing exceptionally well towards the early learning goals, and any gaps are closing rapidly. Children are working within the typical range, with some exceeding levels of development in all areas of learning for their age. Communication and language development is effectively supported through songs, stories and literacy. Children participate in a school readiness programme, accompanied by the childminder at the local playgroup; therefore,

children are developing confidence in key skills and independence, and are exceptionally well prepared for school.

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

The childminder is highly skilled and sensitive in helping children of all ages form secure emotional attachments. Right from the start, settling-in procedures for new children are well embedded and effective, through discussions with parents, to meet individual family needs. Parents are very complimentary about the high level of care the childminder provides. They say 'My child is so excited when she is coming here, if we drive past on the days she doesn't attend she becomes very upset', 'The childminder always goes the extra mile to accommodate our family circumstances, offering hours and services over and above what is expected', 'My children have always been really happy here' and 'The level of safety my two year old has learnt, in crossing roads, staying close to adults and holding hands for safety, is amazing.' Children demonstrate they feel a strong sense of belonging and security in the childminders home. They are actively encouraged to develop independence, and to care for their environment. Children are supported in keeping themselves and others healthy by learning to address their own personal needs. For example, they are supervised in the safe use of toilets, encouraged to wash their hands, dress themselves, and put on sunhats and sunscreen in very hot weather. This promotes well-being and limits cross-infection, instilling a healthy lifestyle for children. As a result, they develop self-help skills, independence and confidence in caring for themselves and others appropriate to their age and level of understanding. However, there is scope to extend children's level of independence and social skills during snack time, by consistently encouraging children to wash their hands and sit at a table to eat for all snacks. This is so that they are able to enjoy a sociable interchange and manage their personal needs, relative to their ages.

Children increasingly show high levels of self-control during activities and much confidence in social situations. For example, children later prepare their own lunch, making ham sandwiches independently by spreading, folding and cutting their own slices of bread, with child appropriate cutlery. They serve themselves their own choice of fruit, water from a water fountain, lay the table for lunch and are proficient in the use of social manners. Established care routines ensure children form happy, secure attachments with the childminder and each other. The childminder models and consistently gives clear guidance on expected behaviour providing secure boundaries for children. As a result, minor conflicts are minimised, strengthening relationships amongst children and their peers.

Children are developing a very good understanding of how to manage risks and challenges relative to their age. In the garden after lunch, children enjoy vigorous play in the fresh air. In this way, the childminder actively promotes physical development and a healthy lifestyle. There is a highly stimulating environment outdoors with an abundance of resources that promote learning and challenge children. They are able to climb steps and negotiate slides from the wooden tree house, and they play in sand and are delighted to discover hidden letters of their name. They enjoy water play measuring capacity, pouring and tipping from jugs, funnels and pipes. Children are busy in their play, laughing and learning together, moving excitedly from one activity to another. They enjoy mark making

on individual chalk boards, requesting water to wash their pictures away. Presented with individual water bottles, they water vegetables and plants in the portable greenhouse, discussing their growth with the childminder, who extends their learning through skilful questioning techniques. Children spontaneously begin squirting each other with water, cooling themselves on this hot, sunny day. They giggle and laugh as they chase one another around the garden, responding to gentle reminders from the childminder not to direct water into eyes and ears, or to spray the rabbits as they gather to observe and talk to the animals in their hutches. Children's safety and safeguarding is central to everything the childminder does. She effectively supports children's growing understanding of how to keep themselves safe and healthy. Tall, secure fencing and locked gates enclose the garden. Children are encouraged to consider one another, to take turns on equipment, enabling them to forge lasting friendships with their peers. In this way, children are prepared emotionally and socially for the next stage in their learning journey, including school.

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

The pursuit of excellence in all of the childminders activities is demonstrated by a highly successful and well-documented drive to strongly improve achievement, for all children in her care. The safeguarding and security of children are a clear priority for the childminder who ensures rigorous risk assessments, both indoors and outdoors, are in place daily to ensure children are safe and secure at all times. She is able to demonstrate a very good awareness and understanding of potential harm to children, and confidence in dealing with any potential safeguarding issues or causes for concern. Children's behaviour shows they feel safe in the childminders care, as they share concerns with her most naturally. Visitors are challenged and their identity thoroughly checked. Security arrangements and effective procedures are in place to ensure children's safety. For example, the children participate in regular fire evacuation procedures with the childminder, taking turns to sound the alarm and suggest where the fire may have started. In this way they develop a growing awareness of their own safety. The childminder maintains close supervision of children in the wider outdoor environment, and ensures children learn road safety and an awareness of danger at an early age, noted by parents with appreciation.

The childminder has a very good understanding of her responsibility to ensure that her provision meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. For example, an astute and targeted programme of personal professional development has been put together by the childminder, ensuring she is constantly improving her knowledge, understanding and practice. This results in children making excellent progress because of the high quality of teaching and learning experiences they receive from the childminder, who is highly committed to achieve outstanding performances in all areas of her practice. The childminder uses a well-qualified and experienced assistant. She has ensured that the assistant has attended relevant safeguarding and first aid training, to ensure that her knowledge is up to date and will support the childminder in her delivery of high quality care and learning experiences for children.

The childminder has an excellent overview of the educational programmes in all areas of learning. Children's needs are quickly identified and met through highly effective partnerships between the childminder, parents, external agencies and other providers. This ensures that children are fully supported in their learning now and in the move into schools in the future. Parents value the contributions the childminder makes to their children's learning, they feel their children are safe and cared for, saying 'We are very happy with the level of care our child receives at the childminders' and profess 'My child has progressed so well here that I have recommended the childminder to other parents' as well as 'My child starts school in September and has been prepared as excellently as my older children, who also came here. I am very privileged to have found such a dedicated person to care for my children'.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY293138
Local authority	Cheshire West and Chester
Inspection number	861464
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	22/10/2008
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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