

Inspection date	12/06/2014
Previous inspection date	25/03/2009

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

- Children are eager and enthusiastic learners, they actively engage in a range of activities that challenge their thinking and build on their prior learning.
- Teaching strategies are very good. Children are given time to explore and experiment while being supported through skilful questioning. The childminder and her assistants have an excellent understanding of how children learn.
- Children are supported well in developing their understanding of how to keep themselves safe and healthy. They have a clear understanding of how to respond in an emergency should the need arise.
- Partnerships with parents are excellent. Information regarding initial starting points and ongoing assessments are shared regularly and are used to support children's learning and development needs.

It is not yet outstanding because

- Children are not always fully supported to develop their independence.

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 held discussions with the childminder, the assistants, children and parents.
- The inspector looked at a range of documents including policies and procedures, children's developmental journals, planning and assessment and personnel files.
- The inspector had a tour of the rooms used for childminding purposes.
- The inspector and childminder completed a joint observation.
- The inspector observed interactions between the childminder, the assistants and children during play.

Inspector

Lynsey Hurst

Full report

Information about the setting

The childminder was registered in 2004 and lives in Sandbach, Cheshire. She lives with her partner and they have two cats. The whole of the ground floor of the property and bedroom on the first floor are used for childminding and access is via one step into the home, with a flight of stairs leading to the bedroom. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on roll, 13 of whom are in the early years age range. The children attend a variety of part time sessions. The childminder takes children to and from the local pre-school and school. The childminder has two assistants that work with her.

What the setting needs to do to improve further

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

- provide children with a range of age-appropriate opportunities to develop their independence skills.

Inspection judgements

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

The childminder and her assistants have an excellent understanding of the Early Years Foundation Stage and they use this effectively to support children in their learning and development. Children are eager to participate in activities and demonstrate enthusiasm as they engage in play that provides challenge and extends their thinking skills. For example, during a sensory ice play activity children are introduced to sequencing and pattern formation, animals and their habitats, counting, texture, shape, smell and colour. Children talk confidently about changes as the ice melts. The childminder and her assistant use skilful questioning to encourage children to extend their learning, while giving children time to explore and experiment at their own pace. Children are offered a good range of planned adult-led and child-initiated activities that cover the seven areas of learning. The quality of teaching is very good. The childminder and her assistants offer children a rich learning environment that supports their communication and language, physical, personal, social and emotional development. There is a large variety of resources that are accessible for children to make their own choices and become active learners.

The childminder records observations of children's learning in their developmental journals and these are used to inform precise assessments of children's learning and development. The timing of the progress check for children between two and three years of age is discussed and agreed with parents. These completed assessments are appropriately shared with external agencies, such as the health visitor, through the parents. Parents contribute to the assessment of children's initial starting points and regular feedback from

parents is sought regarding children's learning at home. This ensures that activities meet the children's needs and build on what children already know and can do. As a result, the childminder and her assistants have an excellent understanding of children's abilities and effectively plan activities to support their learning. Children's progress is carefully tracked in order to close any gaps in their learning, should they occur.

Children have daily access to outdoor activities. These include regular visits to local parks and the train station. Dance and rhythm sessions take place in the setting on a weekly basis to promote children's physical skills. The childminder takes children to a local toddler group and children's centre sessions to further enhance their learning and development opportunities.

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

Children are happy, confident and settled in the childminder's care. Settling-in processes are based around individual children's needs and those of their families. As a result, children develop secure attachments and are happy and settled as the childminder and her assistants know their individual needs very well. Children enjoy close contact with the childminder and her assistants and they respond positively to them. All children have a named key person in the setting who is responsible for ensuring children's needs are met. The childminder visits children in their home prior to starting in the setting to support the building of relationships. The childminder and her assistants are good role models and ensure that children are developing an understanding of respect and manners through daily routines and behaviour. As a result, children are extremely well behaved and are aware of the expected behaviour within the setting. Older children are encouraged to be role models for younger children in order to support their understanding of how to behave. Children are well prepared for their move into school. For example, the childminder supports children with their taster sessions, and she works closely with the school when children attend both settings. Children also visit the school on a daily basis when taking and collecting the older children. As a result, the school becomes familiar to the children, which helps them to settle in when the time comes.

The childminder follows good hygiene routines and talks to children about these. For example, she talks to children about the need for hand washing after using the toilet and before eating meals and snacks. Children are offered healthy foods and snacks and are given choices about what they would like. Snacks are prepared by the childminder and her assistants. However, some children are not always encouraged to develop their independence as the childminder and her assistants complete tasks that the children could do for themselves. For example, children are not supported to be involved in preparing snacks for themselves. Children engage in regular physical activities including dance and rhythm sessions and music and movement. The childminder promotes children's understanding of keeping themselves healthy through discussions and activities. For example, following a music and movement session the childminder talks to the children about the need to drink plenty of water to replace the energy they have used. These sessions take place before lunch so that the childminder can introduce healthy eating discussions to support children's understanding of the impact exercise has on their bodies.

The children take part in regular fire drill practises and have a clear understanding of how to respond in an emergency. For example, the children are aware of what the fire alarm sounds like and that when they hear it they must leave the house. They are aware of where the fire assembly point is and that they need to wait there until the firemen arrive. The childminder reinforces children's understanding through discussions around the emergency bag and the contents they take with them, such as emergency contact numbers and snacks.

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. This helps her to ensure that children are kept safe and are protected from harm. Safeguarding is clearly understood by the childminder and her assistants and they are confident in the procedures to follow should they have any concerns regarding a child or a colleague. The childminder is well organised and maintains all the required paperwork, including information about who has parental responsibility. Policies and procedures are robust and these are shared with parents. There is a range of comprehensive risk assessments that ensure the environments, both inside and outside the home are safe. The childminder and her assistants supervise the children at all times and use effective safety measures, such as stairgates to keep them from harm.

The childminder monitors children's progress consistently and has a good awareness of their abilities and skills. Thorough planning ensures that all areas of learning are covered and that the needs of individual children are met. Precise assessments of children's progress identify aspects of learning where individual children may need additional support. Intervention strategies are discussed with parents and other settings children attend to ensure that any gaps are soon closed. The childminder monitors her practice through effective self-evaluation in conjunction with her assistants to help identify strengths and weaknesses in the provision. She seeks feedback from parents and children through questionnaires and daily communication methods to evaluate her practice. The childminder's assistants have access to regular supervision that supports their well-being and immediate training needs as they arise.

Partnerships with parents are very good. Feedback from parents is extremely positive. Parents receive regular information about their children's learning and development through emails, written and verbal communication methods. Parents are encouraged to share information regarding learning at home and any new experiences children may have had to support their learning in the setting. Parents comment that the childminder is 'fantastic' as she is interested in the children and the wider family. Parents comment that children skip and jump when they know they are going to the childminder, which gives the parents confidence that they are happy and settled. Partnerships with other setting are good, they share regular information regarding children's progress to ensure that children's needs are consistently met.

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. 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	EY299066
Local authority	Cheshire East
Inspection number	872993
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	28
Name of provider	
Date of previous inspection	25/03/2009
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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