

Inspection date

27/02/2013

Previous inspection date

09/04/2009

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

- Children enjoy the homely atmosphere where they are confident to express their needs. They develop strong emotional bonds with the childminder, this supports their ability to try new activities and learning experiences.
- The childminder's recent implementation of clear monitoring of children's progress within her setting, has supported her ability to identify next steps in children's learning through her own observations. It has also supported her ability to plan and provide activities which meet their learning needs.
- The childminder reflects on how her setting operates and what she needs to do to improve the provision to support children's learning. This, along with her commitment to ongoing professional development, has a positive effect on the quality of the environment, the childminder's skills and knowledge and the learning activities she provides for children.

It is not yet outstanding because

- The childminder is less successful in gathering information from all parents about children's abilities at home and sharing information with all parents about how they can support their child's learning. This slightly limits the information she has to make assessments about children's abilities and the support she can give to parents.
- There is room to extend the range of resources that children can use in the garden in order to maximise outdoor learning opportunities, especially during the winter.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 main downstairs rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the provider's self-evaluation form and improvement plan.

Inspector

Sarah Rhodes

Full Report

Information about the setting

The childminder was registered in 2005. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged eight and 13 years in a house in Congleton, Cheshire. The whole of the house and the rear garden are used for childminding. The childminder attends a

toddler group and activities at the local children's centre and library. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- deepen partnerships with parents to focus more sharply on gathering information about children's abilities at home to further develop children's learning both in the setting and when they are with their parents
- enhance children's use of the outdoor environment to give further opportunities for them to explore, build and role play, for example, through bringing resources traditionally used indoors outside.

Inspection judgements

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

The childminder has a good and developing knowledge of the learning and development requirements of the Early Years Foundation Stage. This has been achieved by her use of 'Development Matters in the Early Years Foundation Stage' to assess children's development and through attending a range of courses. This supports her ability to provide a wide range of interesting activities that help to develop children's abilities and skills in readiness for the next stage in their learning, such as school. She ensures she gathers information about the children's care routines from parents before they start attending, which means she can meet their physical needs and help them with the transition from home to the childminding setting. She successfully makes an assessment of children's abilities based on her observations, this provides a starting point in the measuring of children's progress and helps set next steps in their learning, this guides the activities she provides. However, there is scope to improve the details captured from parents about children's developmental starting points and ongoing development, so that a fuller picture of children's abilities in a variety of environments is gathered at the start of the placement. Similarly, not all parents are provided with information on how they can support their child's learning at home to maximise children's learning opportunities in all environments.

The childminder organises activities each week which link into children's interests and which also address the areas she feels children need further support in. For example, when children are developing their understanding of colour and shape she focuses some of her teaching on increasing the range of ways the child can play with shapes and colours. For example, by providing a range of practical craft activities where they can select materials with differing shapes and colours in an unpressured way. This is an example of the childminder's teaching methods having a positive impact on children's progress. Children are well supported to develop their communication skills through meaningful one to one conversations which use a wide variety of vocabulary. The children enjoy easy access to a range of equipment and are confident to select activities or ask for other things, such as additional craft materials. This means they develop an ability to express their wishes and plan what they would like to do. An enjoyment of books is encouraged as children have access to a large number of books which the childminder reads to them or through attending sessions at the local library.

Children use their imagination to recreate everyday situations with home play equipment and enjoy practising their self-care skills when using the toilet unaided. All children are encouraged to express themselves through the use of paint and play with tactile materials, such as bath jelly or clay. Children's understanding of volume and size is developed through activities, with ready access to containers when playing with water. The garden provides equipment to support children's climbing and balancing skills and local parks provide opportunities for exercise. Children also develop their knowledge of the world and their interest in investigating what is happening, for example, they use magnifying glasses to look more closely at bugs in the garden. However, there is scope to improve the use of the garden to further extend the range of activities children can access outside so that it is highly stimulating and provides challenge to children. For example, by providing more equipment to develop early writing skills, role play or building skills.

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

The warm relationships and secure attachments children have with the childminder means they are confident and happy. This allows them to try new experiences and develop their abilities. The childminder recognises that introducing new children to the setting requires adjustment by all the children attending. She plans the settling-in time carefully so she can meet all the children's needs. The play space promotes children's independence. The children start to manage their own care needs, for example, by accessing the bathroom facilities on their own. They also develop an understanding of risks and how to manage these for themselves, for example, they talk about taking care when using a hammer and pin board activity. This, along with the support they receive to develop clear communication skills, means that they are developing the expertise needed for the next stage in their learning.

Satisfactory procedures about personal hygiene and hygiene of the home allows children to enjoy a clean and healthy environment. The childminder ensures information is provided for parents about healthy packed lunches to ensure they work together to

provide children with an appropriate diet. She also ensures children have daily access to outside play and exercise, therefore, children are well supported to develop an understanding of the importance of a balanced diet and being active.

The childminder manages the children's behaviour by ensuring they are well occupied and that they are clear about what is expected of them. She helps children learn to negotiate with one another. This allows young children to develop an understanding of other people's feelings and what is acceptable behaviour. Close links with the local community provide opportunities for children to meet up with larger groups and develop their social skills, for example, they attend events at the local library and children's centre. This is part of the plans in place to ensure children of all ages will make good progress in developing skills for the future and the transition to school when the time comes.

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

The childminder is committed to providing a quality service and has reflected on her setting, identifying areas she wishes to improve. She has addressed these points by, for example, implementing additional monitoring of children's progress and by accessing training in areas she wishes to expand or refresh her knowledge on, for example, teaching mathematical concepts. She has accessed information about the revised Early Years Foundation Stage and has ensured new requirements, such as a mobile telephone and photograph policy are in place. She is also developing plans for how she will record children's progress for the progress check at age two. This shows that, despite areas being highlighted by this inspection for improvement, in general, she has a good capacity to maintain continuous improvement of her provision over the longer term.

Children are safeguarded appropriately. The childminder has developed a sound understanding of the signs that may cause her concern as part of her childminding training. She fully understands the importance of quickly accessing help and advice should she become concerned about a child's welfare. She undertakes daily checks of the premises and has written risk assessments for the premises and outings. This ensures the building and garden are safe and secure, helping to protect children from harm.

The childminder, generally, builds satisfactory partnerships with parents. Communication is developed through talking with parents each day and providing a daily written slip which sets out children's care needs, such as nappy changes, as well as the activities they have enjoyed taking part in. Parents are encouraged to provide information about their child's care needs which helps the childminder ensure continuity in the children's care between the home and the setting. Written policies are shared with all parents which gives them a further insight into how their child's care is organised. The childminder is aware of the need to develop links with the other providers of the Early Years Foundation Stage who also care for the children when this becomes necessary. She is also aware of the need to form links with other provisions and professionals to ensure a coordinated service for all children to ensure that no child is disadvantaged and all children have their needs met appropriately.

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. 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	EY299835
Local authority	Cheshire East
Inspection number	820201
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	09/04/2009
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 that are usually their 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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