

Inspection date	06/11/2014
Previous inspection date	17/08/2009

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

- The provider has a clear understanding about how children learn and develop, leading to appropriate activities that ensure progress is made.
- The recording and reporting of progress is effective as parents can access it electronically.
- The childminder establishes strong personal relationships, which successfully promote children's understanding of positive behaviour.
- The childminder prepares children well for the next stage of learning.
- The childminder works successfully with parents and external agencies.
- The childminder safeguards children well. She has good knowledge of child protection and completes effective risk assessments to ensure their safety.

It is not yet outstanding because

- The resources in the outside area are not used effectively to promote numeracy to the fullest potential.

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 different rooms used for childminding.
- The inspector conducted a joint observation with the childminder.
- The inspector checked the childminder's training certificates and verified that suitability checks have been completed.
- The inspector reviewed self-evaluation documents and policies.
- The inspector spoke to parents on the day and took their views into account.
- The inspector held a meeting with the childminder.

Inspector
Gary Kirkley

Full report

Information about the setting

The childminder was registered in 2005. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her mother and father in the Edgeley area of Stockport. She co-minds with her mother who is also a registered childminder. The lounge and kitchen on the ground floor are used for childminding. Toilet facilities are on the first floor. An enclosed garden at the rear and front of the house are available for outdoor play. The house is close to local schools and parks. The childminder walks to local schools to take and collect children. The childminder cares for a maximum of six children. There are currently seven children on roll, of whom five are in the early year's age group. The childminder provides care each week day from 7am until 6pm except for bank holidays and family holidays. Children attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years. She minds children who speak English as an additional language and those with special educational needs.

What the setting needs to do to improve further

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

- enhance the resources outdoors to promote children's numeracy skills further.

Inspection judgements

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

The provider has a detailed understanding of the requirements of children's learning and development and plans effectively for them to learn in a fun and exciting way. Planning is tailored to meet the unique needs of each child and ensures that all children make consistently good progress towards their next stage in learning. The childminder involves parents in their child's learning by discussing with them their child's achievements and interests at home. She keeps parents well informed about the activities their children participate in with her, the progress they make and how they can support their child further at home. Where children spontaneously engage in an activity the childminder skilfully extends and enhances learning by her timely interventions. The childminder tracks children's achievements systematically and knows each child well. As a result, the activities reflect children's interests and provide children with good levels of challenge, which motivates them and develops their self-esteem. Consequently, children are keen to learn and successfully acquire the necessary skills and disposition they need for school.

Teaching is at least good and in many cases outstanding. The childminder is skilled in promoting learning across all areas. There is a good emphasis on fine motor skills as children engage in art and craftwork. After their work is photographed by the childminder, children proudly take their work home to share with their family. Young children are happy

to play independently, using their imaginations creatively. Occasionally they play alongside each other, showing curiosity in what others are doing. As two children play with building blocks to make their own towers, the childminder asks questions about their play, which the children are able to reflect upon. This helps to develop their communication for listening, thinking and speaking. Children develop good language skills and become articulate talkers. Similarly, where mark-making was the planned activity, children are able to work alongside each other, considering each other's work and copying from it, which helps them to develop their skills further. Many activities were observed indoors for developing children's number, sequence and patterning skills. These are effective, but the resources in the outside area are not used effectively to promote numeracy to the fullest potential. Therefore, some opportunities to extend children's understanding of numeracy and consolidate what they already know are missed.

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

New children are provided with settling-in visits to the provision. The childminder gradually introduces them to the routines and expected ways of behaving. In this way, children are supported well with the separation process and any anxieties they feel about being away from their parent for the first time are greatly reduced. They quickly become secure in the knowledge that the visit is temporary and they will see their parent soon after. Over time, the duration of the stay increases as the child becomes used to the setting and builds attachment to the childminder. These relationships are highly positive and result in all children trusting the childminder who clearly enjoys the responsibility of caring for them. In her role as the key person, she makes sure that parents are kept informed and are able to contribute to the learning and development of their children.

The childminder acts as an excellent role model in her behaviour, attitude and language. She has high expectations of all children and helps children to understand them. For example, she maintains a consistent routine each day, which children become familiar with. They know what is going to happen and when it is going happen. This helps children to feel secure and develop a strong sense of belonging. This is a calm, but focused environment where children learn to play together cooperatively and understand that their actions have consequences on others. They develop a growing sense of responsibility and confidence as they learn to care about each other's needs, their environment and resources. The childminder promotes children's safety well by considering the safe storage of resources. For example, older children have access via a safety gate to the full room, where the resources are more suited to their needs. Younger children cannot access this area for safety reasons, but are encouraged to engage with a range of appropriate toys and games, which are accessible to them. All children learn the importance of developing a healthy lifestyle and keeping safe. The childminder ensures that all children exercise in the fresh air and develop routines for personal hygiene and resting. She promotes healthy eating in her setting and helps children to learn how to make healthy choices. Children are well nourished and have plenty of water to drink. They develop positive hygiene practices by washing their hands regularly and learning how to take care of their personal needs. The outside area is subject to seasonal variations in its use, so there are frequent trips to the local park, which all children enjoy. They have good opportunities to use a wider range

of apparatus at the park and to exercise as they run about in the fresh air. Children learn how to recognise danger and to minimise risk. For example, they learn about road safety, walking safely outside and how to challenge their physical skills safely as they play on larger apparatus. They use tools with care, such as scissors and glue sticks.

There are strong links with the local nursery, other settings and school. The childminder helps to prepare children emotionally for their move by focusing on the prime areas of learning. As a result, children can take care of their personal needs, are articulate communicators and confident learners. They engage in a great deal of group play together where they learn how to cooperate and respect each other's differences. Children develop good social skills and when it is time for them to move on they are emotionally equipped and well-prepared for their transitions.

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

Safeguarding is at the heart of all activities in the provision. The childminder is clearly aware of her responsibilities for ensuring all children are kept safe and knows explicitly what to do if she has concerns about a child's welfare. She has completed safeguarding training and has good knowledge about child protection and the signs that would alert her to a child at risk. She has a comprehensive range of policies and procedures in place, which she translates effectively into practice. This includes information about the use of cameras and mobile phones in her setting. These are shared with parents so that they understand how the childminder organises her setting to keep children safe. Risk assessments and regular safety checks are completed to identify and minimise any hazards. As a result, the environment and resources are safe for children. The childminder maintains accurate records of visitors to her setting and of accidents and medication. Appropriate suitability checks are completed for adults working with children and for relevant household members. Security is robust and children are supervised well at all times.

The childminder shows a strong commitment to driving improvements in her setting. Since the previous inspection, all recommendations have been addressed and the provision has been developed further by making defined play areas for children of different ages, with their own age appropriate resources. Training records show that the childminder has kept up-to-date with her understanding of early years issues, for example, she ensures her paediatric first-aid qualification is kept current and she has completed other training about positive behaviour and risk assessments. She works closely with her mother, who is also a childminder. They regularly share practice ideas and both contribute to self-evaluation and making improvements that benefit the children who attend. Educational programmes are monitored on a daily basis, as part of an overall process of self-evaluation. The electronic version is used consistently to track and update children's progress, which enables the childminder to identify if there are any gaps in a child's learning and implement the appropriate support. As a result, weekly plans are drawn up, which are tailored to meet the individual needs of children and also allow time for spontaneous, child-initiated activities.

Partnerships are strong. The childminder has good relationships with parents and keeps them well informed about their child's care and learning. She involves parents well and continuously seeks their views to help her make any improvements that they feel benefit their child. She works closely with schools and with other settings children attend to ensure that children receive continuity in the learning and are supported with their transitions when they move on. There are good links with external agencies, such as health professionals and other therapists to support children with special educational needs.

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	EY304237
Local authority	Stockport
Inspection number	877901
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17/08/2009
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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