

Inspection date	15/05/2014
Previous inspection date	07/08/2009

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

- Children feel safe and secure and are happy to learn because the childminder places a high priority on keeping children safe from harm.
- The childminder provides a warm, calm and welcoming environment where children feel happy and secure. Consequently, they enjoy strong positive relationships with the childminder and with each other.
- Children make good progress because the childminder is a good role model and provides consistent good quality teaching.
- Strong partnerships with parents ensure that children's learning continues at home and they are actively interested in their development.

It is not yet outstanding because

- The childminder does not use resources effectively to ignite children's interest and teach them about the wider community, for example, by displaying images and writing from other cultures.

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 rooms used for childminding and the outdoor environment.
- The inspector looked at a range of documentation including policies, children's learning records, assessments and planning.
- The inspector checked the suitability of and qualifications of the childminder, the self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the childminder's own parent survey.

Inspector

Margaret Foster

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and one child aged 13 in the Helsby area of Frodsham. The whole ground floor of the home is used for childminding, along with the bathroom on the first floor. There is a patio garden and lawn to the side of the property. The family has two cats and two dogs. There are currently eight children on roll, of whom six are within the early years age group and attend for a variety of different sessions. The childminder goes to local schools to take and collect children and attends parent and toddler sessions. She visits the park and library on a regular basis. The childminder holds a National Vocational Qualification at Level 3 and operates five days a week all year round.

What the setting needs to do to improve further

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

- ignite children's interest and teach them about the wider community.

Inspection judgements

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

The childminder has a flexible settling-in programme which enables parents and children to build strong relationships with her. Parents share detailed information about children's routines, likes and dislikes, which establishes good starting points for their individual learning. Children benefit from the strong communication links between home and setting. The childminder builds on this by regularly observing the children and planning interesting and fun activities that they enjoy. For example, as a result of watching children's excitement while observing developments on a building site, the childminder plans an activity with blocks, rice and construction vehicles. Consequently, children make their own building site. The childminder skilfully questions them about the buildings to extend their knowledge. She introduces mathematical words, such as, 'big' and 'small', 'full' and 'empty', and together they count the numbers of bricks. The childminder supports children's communication skills effectively by naming the tools and role modelling the sounds they might make. The childminder knows when to stand back and let children explore for themselves, so that they learn to solve problems.

Educational programmes demonstrate that childminder knows how children learn best and takes account of their interests, likes and dislikes. Her teaching is consistently good and she has high expectations of children. Therefore, they are making good progress from their starting points. The childminder assesses their development to plan the next steps in their learning and ensures children are suitably challenged and supported. Parents are regularly kept informed of children's progress, and daily communication helps extend

learning into the home. Children are confident to ask for other resources and talk openly with the childminder. However, the childminder does not make best use of available resources to teach children about other cultures in order to fully extend their learning.

The childminder listens attentively and recasts sentences to show the correct pronunciation. She makes learning fun, therefore, the children are enthusiastic and motivated learners who are making good progress. The childminder is consistent in her good quality teaching, which supports children's good progress and readiness for school. For example, children watch the tadpoles every day to see if their legs have grown, because the childminder has prepared them for this development. She talks to the children continuously so that they make connections in their learning. They know that eventually the tadpoles will become frogs and they are eager to see the changes. Children study the tadpoles carefully for any changes as they are learning about the growth of living things. Children use a magnifying glass to see details of the tadpoles at each stage of their development and draw pictures to record the differences.

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

Children are safe and secure in the setting and are confident to express their preferences. They are supported by the childminder in her organisation of resources to be highly independent and enthusiastic learners. Children learn about responsibility and follow the house rules so that everyone helps to tidy up. The childminder displays their work imaginatively in the setting. Consequently, they know they are important and their contributions are valued. The childminder manages the children's behaviour with positive praise and encouragement, which effectively motivates them to learn. Consequently, children's behaviour is consistently very good because the childminder skilfully uses distraction techniques to avoid any conflicts. She carefully explains what is happening and gives them plenty of warning, so that children are confident and know the routines well.

The childminder is creative and builds learning into everyday care routines. For example, each child has a named hand towel, so that they are learning to recognise their name and dry their hands at the same time. Children also benefit from the significantly reduced risk of cross-contamination. Children are learning to be independent in their self-care because the childminder gently reminds them to go to the toilet and she routinely praises their efforts. Hygienic routines are expertly role modelled by the childminder. Children are learning about washing their hands after toileting, before food preparation and after stroking the dogs and cats. They know to place used tissues in the bin. The childminder knows when children are hungry or tired and she flexibly adjusts the routines to meet their individual needs.

Meal times are a social occasion and children enjoy healthy, nutritious snacks and meals. For example, the childminder discusses healthy choices with the children as they enjoy their well-balanced meal. Drinking water is available at all times so that children can help themselves whenever they feel thirsty. The childminder uses excellent communication strategies to teach new words, actively listening and engaging the children in talking about their day. Therefore, children know that they are valued and the childminder is interested in their well-being. The childminder builds warm, strong and nurturing

relationships with children, which supports their emotional well-being. Children's additional needs and parents' wishes are noted and acted upon, so that parents are reassured that their child is safe and happy in the setting. Children are learning about healthy lifestyles through daily opportunities for fresh air and exercise because of regular access to a secure outdoor space. For example, the childminder plans different activities to develop the children's physical skills and stamina. They learn how to manage their personal safety through the childminder's good role modelling. They safely negotiate steps and different surfaces and are learning to take risks and manage their personal safety. For example, children know to hold the childminder's hand when they go down the steps to steady themselves. The childminder engages successfully with the wider community to present them with extended learning experiences. For example, they experience weekly visits to the park and socialising with other children at the playgroup.

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

Children's safety and welfare are very well promoted and the childminder is knowledgeable about safeguarding and keeping the children safe. She is able to identify signs of abuse and knows the correct procedures to refer concerns. She carries out detailed risk assessments indoors and outdoors and additional ones for visits, which supports children's safety. There are comprehensive policies which meet the welfare requirements of the Statutory framework for the Early Years Foundation Stage. These are routinely shared with parents and applied in the setting. Therefore, parents are aware of how to make a complaint if they are not happy. Children are progressing well from their starting points and have made good progress, due to the good quality teaching of the childminder. She uses observations and assessments of the children to develop precise planning that meets children's individual needs. She has a clear understanding of building on children's prior knowledge and incorporating how children learn best into her planning. The childminder makes accurate assessments of their progress, which are regularly discussed with parents. They are able to access children's learning records at all times and comment on their learning. Therefore, children's sense of pride in their achievements is celebrated.

The childminder uses ongoing self-evaluation and monitoring to improve teaching and learning, and this improves experiences for individual children. She is committed to continuously improving the provision and her own skills. For example, she has attended training since the last inspection and gained additional qualifications in childcare. The childminder knows how children learn and how to plan activities matched to children's stage of development.

Parents' views are gathered so that they can be taken on board, to ensure their contribution to evaluation and so that they play a significant role in any changes made in the setting. For example, one parent asked that the lids be taken off the beakers. Consequently, children have learned to be skilled at drinking independently without spilling. The childminder has clear strategies to assess her future training needs, to help ensure continuous improvements. She demonstrates a strong commitment to the continuous improvement of the setting, which ensures that children are able to access the

best possible experiences to support their learning. All actions and recommendations since the last inspection have been addressed and met. The childminder has developed good partnerships in the local and wider community, so that children are building confidence in attending other settings and events. Consequently, children are emotionally well prepared for transitions to the next stage of their learning.

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	EY308896
Local authority	Cheshire West and Chester
Inspection number	870784
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	07/08/2009
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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