

Inspection date	22/10/2012
Previous inspection date	28/10/2009

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from a secure, safe and enabling environment where they form close attachments and their progress and preparation for the next steps in their learning is a priority.
- The childminder has a secure knowledge of the areas of learning, including the importance of adult interaction.
- Activities, resources and a broad range of outings in the local community are used to extend children's interests in the world around them.
- The childminder shares with parents their children's learning and developmental progression gained within the setting.

It is not yet good because

- Parental permission is not always sought for all outings which involve their child.
- Support for all parents with their child's ongoing progression in the home setting is not fully extended.

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 talked with the children and held discussions with the childminder about children's routines, activities and outings.
- The inspector observed activities in the main downstairs play areas.
- The inspector scrutinised a selection of documentation that supports the provision, such as, registers, policies and procedures, risk assessment and accident books and children's formative and summative assessments.

Inspector

Mary Henderson

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her husband and 10 year old child in Wistaston, Crewe. The whole of the ground floor of the childminder's house, including the large conservatory is used for childminding. There is a fully enclosed garden for outside play. The family has no pets.

The childminder is able to take and collect children from local schools and pre-schools. The childminder is registered on the Early Years Register and both the compulsory and

voluntary parts of the Childcare Register. There are currently three children on roll within the early years age range. The childminder receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take all reasonable steps to keep children safe and well by seeking written parental permission for all outings involving the child.

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

- implement highly successful strategies to engage all parents in their child's learning and development in the setting and at home.

Inspection judgements

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

The childminder displays a good understanding of how to promote children's learning and development and provides a wide range of activities that capture their interests. She plans personalised learning to support the children in her care. Activities particularly support children's personal, social and emotional development. The children's learning about the world around them is supported through a very good range of outings to places of interest. This includes visits to museums to talk about historical events and look at interesting artefacts, as well as, going on train rides to see their school and other buildings on the landscape. The childminder plans focussed times for the children where they can share and take turns. For example, the children look at recipes, count out and mix ingredients for cakes, observe the cooking process and relish in their achievement as they eat their cakes for a special snack time.

The childminder provides an enabling environment which ensures children are able to make good use of the indoor and outdoor space and equipment by ensuring these are easily accessible at all times. For example, children play imaginatively with the small world people and animals and build houses and cafes for them. They also like to draw and paint pictures to display in their play areas or take home to their family. The childminder has a good awareness of the areas of learning and development. She knows the children well and demonstrates that she understands their wants and needs. The impact of this is that the children are developing well in relation to their starting points and show a positive disposition to learning.

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

The childminder provides the children with a welcoming and caring environment. She demonstrates a firm commitment to ensuring that children feel happy, secure and comfortable. The importance of attachments is evident because children care about one another and the childminder. Children talk about their family and home life, thereby further fostering their feelings of attachment. The children develop a positive sense of identity and sense of belonging to the setting as the childminder encourages, listens and responds to their communications. Children's achievements and progression are carefully documented and shared with the parents. However, children's learning and developmental progression between the setting and home is not yet fully fostered because strategies in place do not yet engage all parents.

Children are beginning to display an awareness of what constitutes a healthy lifestyle. They adopt effective personal hygiene routines and demonstrate a positive approach towards eating healthily. The children benefit from ample fresh air and exercise. Posters in the children's bathroom and kitchen offer pictorial reminders about the importance of hand washing, eating vegetables and drinking plenty of water. Children have regular access to the garden and enjoy trips to the local park where they run around and use the play apparatus to develop their physical skills. Children's health, physical and dietary needs are met. They gain a sound understanding of safety issues as they learn how to cross the road with the childminder.

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

The childminder takes steps to safeguard and promote children's welfare. For example, she knows what to do should there be a concern about a child in her care. She ensures most written documentation is shared with parents and signed by both parties. This includes written parental permission for emergency medical treatment or advice. However, the systems are inconsistent as the childminder has not sought prior written parental permission for all outings, such as travelling in other parents' cars to the nearby school.

Generally, the childminder's knowledge about keeping children safe is sound. She undertakes risk assessments of the indoor and outdoor areas and ensures all children's outings to places of interest, such as the park, are also risk assessed. An emergency evacuation procedure is also in place. The childminder demonstrates a positive approach to reviewing and improving her professional development to continue to enhance the learning, development and care on offer. Self-evaluation is ongoing and includes the voice of the child and written feedback from parents. This information is used to help shape future provision. The childminder talks positively about working with other professionals wherever necessary to ensure consistency of care and learning.

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	EY342834
Local authority	Cheshire East
Inspection number	883551
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	28/10/2009
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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