

Inspection date	22/10/2012
Previous inspection date	16/10/2008

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 childminder makes accurate assessments of children's learning and development, so they make good progress.
- Teaching is based on a secure knowledge and understanding of the Early Years Foundation Stage. The childminder has a good awareness of how young children learn and make the most of opportunities to promote children's learning through play.
- Children enjoy many good opportunities to play and explore, which is provided between the indoors and outdoors. They are curious and motivated to learn as the environment enables them to do so. Children access a good range of stimulating and challenging resources suited to their abilities and interests.
- All children are welcome and included. The childminder provides a fully inclusive service and supports and values children's home languages. She works with parents to find out about children's individual needs and requirements.

It is not yet outstanding because

- Although the partnerships with school are established, they are still in the early stages of development.
- The two-year-old summative assessment form has not been fully developed.

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 childminder's house and garden.
- The inspector talked with the childminder and observed the children present.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at the documentation kept by the childminder to ensure the safe and efficient management of the setting and children's individual progress files.

Inspector

Joanne Ryan

Full Report

Information about the setting

The childminder was registered in 2008. She lives with her husband, in the Woodley area of Stockport, close to shops, parks, schools and public transport links. The ground floor of the childminder's home and the bathroom are used for childminding. There is a secure garden for outdoor play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has five children on roll. Four are in the early years age range and attend for a variety of sessions. She is open all year round from 7.30am to 5pm, Monday

to Friday. The childminder attends a childminding support group and regularly takes children to other activities. She visits the local shops and park on a regular basis. She collects children from local schools.

What the setting needs to do to improve further

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

- develop the two-year-old summative assessment form further
- strengthen the existing partnerships with local schools by providing them with information about the children's learning and development.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and provides a varied range of activities and experiences that interest the children and capture their attention. She has a good knowledge of how to promote the learning and development of young children and fully recognises the importance of learning through play. Regular observations and reference to the Development Matters in the Early Years Foundation Stage ensure teaching and resources are used in the most effective way to support children's development and provide challenge. The childminder summarises the children's development on a regular basis so she can identify any gaps in learning and provide the necessary support. She is aware of reviewing children's progress between the ages of two and three and providing parents with the summary of development in their communication and language skills and their physical, personal, social and emotional development. However, these are not fully developed.

There are two dedicated playrooms where children's work is displayed demonstrating the childminder values their efforts and resources are available freely so they can access them independently. Communication and language skills are fostered well when the childminder talks to them as they play. She asks the children questions to encourage them to think about what they are doing and make decisions. For example, when children find rain water in a watering can, the childminder asks, 'What shall we do with this?' and the children decide to water the plants. Children enjoy investigating a toy, working out which button to push so it makes a noise, and expressing delight when they succeed. The childminder gives them clear instructions and encourages the children to keep trying when it does not work the first time. Children develop their understanding of the world as they watch and talk about the squirrels and birds in the garden.

The childminder works effectively with parents to share where the children are in their development and parents comment in the learning journey their happiness with the children's progress. The childminder provides an inclusive service where information is gathered from parents to meet children's individual needs. For example, the childminder supports children who have German as a second language to speak this and celebrate German festivals. Daily information is shared with parents through the use of a daily diary, therefore, they are well informed about their child's care and education.

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

The childminder provides children with a stimulating and well-resourced environment which offers free-flow between the indoors and outdoors. For example, the garden is extremely well organised with resources and activities attractively presented and easily accessible to children. Children thoroughly enjoy accessing the sand tray and cars which aids their physical development. Resources and activities are suited to children's interests, abilities and effectively challenge and stimulate them. Children have access to fresh drinking water throughout the day and have healthy meals provided for them. Therefore, they are developing healthy habits from an early age.

Children are confident and settled in the childminder's care. The childminder knows them well. She has a clear understanding of their individual needs. The children are confident and have a good level of independence because of the experiences they are provided with. For example, when they come in from playing outdoors they take off their own coats and wellington boots and put on their own slippers. The childminder is a good role model and offers praise and encouragement to help further develop children's confidence and self-esteem. She always uses words, such as 'please' and 'thank you' with the children and is a calming influence. She uses effective procedures when children have disagreements. She expects children to respect each other and be kind and considerate. As a result, children learn to negotiate with each other about taking turns.

Children are beginning to be aware of safety issues, including their own safety and the safety of others. For example, the childminder talks to children about road safety and stranger danger when on outings. The childminder has written risk assessments in place which include methods to minimise hazards including the education of children. Therefore, children can play and explore in a safe environment. The childminder uses good procedures to support children in their transition to school. She talks to them about what school might be like and uses books showing them what to expect. Consequently, children undertake a smooth transition period.

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

The childminder demonstrates a good understanding of her role and responsibility to safeguard children. She demonstrates a good knowledge and understanding of the signs and symptoms of abuse and the Local Safeguarding Children Board procedures if she has any concerns about children. In addition, the childminder has attended safeguarding

training, as a result, children's safety and well-being is given high regard. The childminder gains information effectively from other providers when children attend more than one early years setting, to ensure a consistent approach. These relationships are in the early stages of development and the childminder has yet to share the children's learning and development with the teachers. The childminder has a secure understanding of the importance of working with other professionals to provide support for all children when the need arises.

The childminder makes good use of the support of the local authority and local training courses to evaluate her provision and develop her knowledge and skills. She monitors and evaluates the quality of her provision and is eager to continually improve her service. She seeks feedback from children and parents, which helps her to evaluate her practice. Parents show complete satisfaction in the quality of the setting. They describe the setting as 'a happy caring environment' and state 'we really like that you speak German and can support his second language'. The childminder has addressed all the actions and recommendations from the previous inspection and has clear plans in place for the future demonstrating her commitment to continuous development. The childminder monitors the educational programme by summarising the children's development and developing the provision based on their interests and needs. As a result, children make good progress towards the early learning goals.

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	EY365695
Local authority	Stockport
Inspection number	821115
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	16/10/2008
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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