

Inspection date	11/11/2014
Previous inspection date	22/10/2008

The quality and standards of the early years provision	This inspection:	2
	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		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 are motivated and eager to learn as the childminder plans activities that are based around children's interests and next steps in learning.
- The childminder has a positive attitude towards reflecting on and developing her practice. This helps her to make improvements that enhance children's experiences and provide them with the skills they need for their future learning.
- The childminder has a detailed understanding of safeguarding and child protection, which contributes towards ensuring children are secure and kept safe from harm.
- Partnerships with parents are good. The childminder continually shares information, which ensures children's care needs are met.

It is not yet outstanding because

- Opportunities for children to view print within the environment are not always optimised to further extend children's developing literacy skills.
- There are fewer opportunities for children to grow plants and food over a period of time to develop their understanding of growth and decay.

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 and interaction between the childminder and the children during play.
- The inspector spoke with the children and the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and other adults in the household.
- The inspector carried out a joint observation with the childminder.

Inspector

Joanne Ryan

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children in a house in the Cheadle area of Stockport. The whole of the ground floor and the rear garden are used for childminding. The family has four cats and a tortoise as pets. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools. There are currently nine children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the environment to include further opportunities for children to see print in the environment to build on their literacy skills
- enhance opportunities for children to develop their understanding of growth, decay and change over time, for example, by taking care of plants or growing vegetables.

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 how children develop and learn. She provides a wide range of activities and experiences that give the children many opportunities for independent play and learning. Consequently, they are making good progress in all areas of their development. The childminder identifies the skills children have already acquired in partnership with the parents when they first begin to attend. She uses the information to plan initial activities, which build upon what children can already do. The childminder completes ongoing observations of them, which allows her to provide activities and experiences that enhance learning and support children to make good progress. Children go out to play in the garden or to the park on a daily basis, which provides them with good opportunities to develop their physical skills.

Regular visits to local playgroups allows children the opportunity to play with other children and develop friendships; which helps them to be ready for their next stage in learning. The childminder sits with the children reading stories that they select, allowing them to look at the pictures. She talks to them about the pictures and this allows them to become involved in the story, and enhances their communication and language skills. The daily discussion with parents about the events of their child's day and their involvement in

their children's learning records. provides them with information to continue learning at home. The childminder has established relationships with other settings children attend and they work together to create a consistent approach to supporting the children's learning. For example, children are learning about autumn in the pre-school they attend, therefore, the childminder collected leaves and conkers with them and they took them into the pre-school.

Children develop their imagination and understanding of the world, as they play with the farm figures. The childminder supports children's speech by talking to them about animals and the noises they make. However, there are fewer opportunities for them to learn about growth and decay over a period of time. Children develop their early writing skills by exploring the different marks they can make and they are beginning to understand print carries meaning through looking at books. However, the environment is not yet rich in print, so children can enhance their early literacy skills as they see writing for a range of purposes. The childminder has completed the progress check for children between the ages of two and three years and provided parents with a copy. Therefore, she can easily identify if children require extra support.

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

The childminder has established secure attachments with children in her care. Her sensitive and calming approach means that children are happy and content, as they play and seek resources that stimulate their interests. Children cuddle up to the childminder as they listen to stories demonstrating their comfort in her company. The childminder respects their views, and values their opinions as she consistently offers them choices and follows their lead. Children's emotional well-being is supported and nurtured, because the move between home and the childminder is planned to meet the individual needs of children. Parents undertake gradual visits with their children and the childminder requests a range of information, which enables her to meet the care needs of children consistently. The good emotional support means they are emotionally well prepared for their next stage of learning.

The children are encouraged to explore their environment, while the childminder teaches them to stay safe. For example, when children place a doll up high the childminder uses the opportunity to talk to them about how the doll could fall and be hurt. The childminder supports children's growing independence by encouraging them to take care of the environment. For example, children are expected to put toys away when they have finished before they get more out. Resources are available at children's height, which means they are able to independently select what they want to play with. The childminder praises children as they play, which builds their self-esteem and supports them to behave well.

The childminder supports children's understanding of healthy lifestyles by talking to them about how raisins they are eating will give them energy. She offers healthy foods at snack and meal times, such as, fruit, so that children develop healthy habits. Children benefit from being active outdoors each day as they go out into the garden or visit different

venues. Fresh drinking water is freely available, which allows them to remain adequately hydrated.

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

The childminder is fully aware of her responsibilities to safeguard children. She is knowledgeable about the procedures to take should she have concerns about any children in her care. As a result, children are helped to be kept safe from harm or abuse. The childminder undertakes a risk assessment of her home and of outings and puts effective measures in place to minimise any potential hazards. For example, children practise fire drills so they know what to do in the event of a fire or an emergency. The childminder has an up-to-date paediatric first-aid qualification. Therefore, she is able to respond to children's accidents and injuries if they arise.

The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. She uses observations, to enable her to track the children's progress from when they start; to ensure they make good progress in all areas of learning. The childminder uses her previous experience and knowledge gained from undertaking a relevant early years qualification at level 3, to review the effectiveness of her provision. She attends training on a regular basis and uses the information to improve her service. For example, the childminder has developed her understanding of the importance of supporting children's learning from their interests, which has improved her interactions with children. The childminder has a written self-evaluation in place, which clearly identifies priorities for improvement and supports her in continuous development.

Positive written feedback from parents validates the quality service the childminder provides for children. The childminder provides parents with a written copy of the policies and procedures when children begin to be cared by her. This gives them a range of information about the service she provides. The childminder shares information with other settings children attends, to ensure that they have the best possible outcomes for their next stage of 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	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	EY367722
Local authority	Stockport
Inspection number	873697
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	22/10/2008
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, 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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