

Inspection date	06/03/2013
Previous inspection date	02/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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 are sufficiently supported to build on their existing skills so that they make suitable progress in their learning.
- The childminder builds warm and caring relationships with the children which supports their growing independence and well-being. This helps them to settle well.
- Children develop an appropriate understanding of the importance of physical exercise and a healthy diet.

It is not yet good because

- The childminder does not fully use the observations and assessments of the children's learning to identify specific next steps of development.
- Opportunities for children to enjoy messy play by using a variety of materials and sensory experiences so they can explore colour, texture and space are limited.
- The childminder has not considered the risks to children from the accessibility of pet feeding bowls which are full of food.
- Evaluation of the provision has not been fully implemented to target key areas for improvement to help children make progress.

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 indoors and in the outdoor area.
- The inspector spoke to the provider and children at appropriate times in the day.
The inspector looked at children's observation and assessment records, planning records, evidence of suitability of adults in the household and a sample of policies and other documentation.
- The inspector took account of the views of parents through their written comments.

Inspector

Judith Kerr

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, adult son and children aged 14, 12 and six years in a house in Romiley, Stockport. The whole of the ground floor is used for childminding. The family has a pet dog and a tortoise. The childminder attends local toddler groups. She visits the shops and park on a regular basis. There are currently four children on roll, of whom, two are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop the process of ongoing assessment to fully identify each child's level of achievement within the seven areas of learning and use this information to plan challenging future learning experiences for each child.

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

- extend existing opportunities for children to experience messy play activities by providing a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space
- extend existing risk assessments to promote children's safety by taking into consideration hazards to children from pet feeding bowls which are full of food
- improve the focus of self-evaluation to inform priorities and set challenging targets which will secure continuous improvement.

Inspection judgements

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

The childminder has a satisfactory knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage so that she can support children's learning. She plans some interesting activities which cover most of the areas of learning.

Information is obtained from parents during the admission process to help her identify children's starting points. The childminder observes children and assesses their development levels and identifies some next steps in learning. However, this information is not used effectively to fully support them in their learning and development in line with their individual stage. The childminder does, however, know the children well and demonstrates that she understands their interests. The childminder is familiar with the progress check at age two and completes this at a time to best fit with parent's wishes. This helps to identify strengths and any areas for concern so support can be put in place if necessary. Children are making steady progress from their given starting points.

Children are confident to approach the childminder. She repeats words in order to clarify what children are saying and reinforce their understanding of language as a means of communication. Throughout the day, the childminder incorporates opportunities for children whose home language is other than English to make use of that language. This shows it is valued. Children's language skills are enhanced as she links discussions about everyday topics. For example, when children are playing with the trains she names the colour of each one. The childminder reads stories and helps children learn how to handle books in the correct manner. Mark making materials are readily available and all children are encouraged to practice writing using different materials, such as chalk, crayons and pencils. Children's understanding of mathematical concepts is promoted by counting the number of spoonfuls of yoghurt or calculating the number of bricks in the tower. The childminder encourages children to sing rhyming songs, such as 'Five little ducks', in order to develop their counting and calculation skills.

Regular outings to the park, garden centre and toddler groups help children to learn about their community, socialise with others and gain confidence. The children's learning experiences and awareness of the world around them is broadened through planned visits to the garden centre, posting a letter and the experience of a train ride. Opportunities for children to develop their creativity through messy play by using a variety of materials and sensory experiences are limited. The childminder promotes key social, physical and communication skills to ensure that children are suitably prepared for future learning at pre-school, nursery or school.

Children are able to make their own choices from the wide range of toys which enables them to direct their own play and take charge of their independent learning. Daily discussions and the sharing of observational records ensure parents are kept up-to-date with their child's progress. The childminder sends toys home and offers ideas so that parents can be involved in their child's ongoing learning. Children receive lots of praise and encouragement which supports their self-esteem and confidence and helps them develop skills for their future learning.

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

The childminder uses gradual settling-in procedures to ensure children's transitions between home and the childminding setting are well-supported. Consequently, children are happy and settled as they confidently explore the welcoming, homely environment. Activities which meet children's individual routines and care needs are planned by the

childminder. As a result, the children form strong bonds with the childminder which helps them to feel safe, secure and valued.

The childminder ensures there is a good balance of adult-led and child-initiated activities which engage the children's interest. The children develop their social skills as they enjoy regular visits to local toddler groups and mix with other minded children. This helps them to behave well and recognise the needs of others as they learn to negotiate, share and take turns. The childminder promotes children's growing independence. She allows children the opportunity to investigate on their own but is always nearby to offer help when needed. Children use appropriately sized cutlery at meal times and are encouraged to take care of their own personal needs, such as hand washing before eating. The childminder ensures children learn about similarities and differences between themselves and others. For example, they enjoy an outing to China town for Chinese New Year where they see the red dragon and different types of shops.

The children benefit from playing outdoors throughout the year appropriately dressed. For example, they enjoy playing in the snow and chasing the bubbles in the garden. They develop large muscle control as they jump in the ball pool in the soft play centre and balance on the wheeled toys. The childminder works closely with parents to meet children's individual dietary needs. She provides them with a selection of healthy balanced foods for snacks, such as toast, fresh fruit and yoghurts to supplement the healthy packed lunches provided by parents. As a result, children are encouraged to develop a healthy approach to food. The children learn to keep themselves safe as they walk on reins beside the buggy on outings in the local area and practise the fire evacuation procedure. Children who need a daytime nap have a quiet space provided where they can sleep soundly and be refreshed ready for the rest of the day.

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

The childminder has a sound understanding of how to safeguard the children in her care. She can recognise potential signs and symptoms of abuse and is aware of the reporting procedures to follow if she has concerns about a child. This helps to protect them from harm. The childminder carries out risk assessments for her home and also for the outings taken with the children so that she can identify and minimise any hazards. However, pet feeding bowls are full of food and the childminder is unaware of the risks to children's health. The childminder maintains a valid first aid certificate so that she can give appropriate treatment in the event a child sustains an injury. Although the childminder does smoke, she never smokes in the house or at any other time in the presence of minded children. Children are carefully supervised throughout the day to ensure their well-being. All adults in the household have been checked by Ofsted to further safeguard children's welfare.

Since the last inspection the childminder has attended a number of short courses, including safeguarding, in order to improve her knowledge and keep up-to-date with current procedures. She has addressed the issues raised at the last inspection to ensure she plans for individual children to help them each make progress. The childminder has

begun to reflect on her practice and recognises the importance of taking on board the views of parents and other agencies. However, self-evaluation is not fully effective in supporting improvements to the quality of her service as it does not fully target key areas for improvement to help children make progress.

Appropriate partnerships with parents are maintained as the childminder shares her policies and procedures with them. Each day when children are dropped off and collected they discuss the children's welfare and progress which ensures their care needs are met and they are informed of their child's achievements. The childminder encourages verbal and written feedback from parents to ensure they are happy with the service. Parents record complimentary comments about the childminder's supportive, caring approach and the 'fantastic progress' their children are making. The childminder is aware of the importance of working with other professionals when children attend other settings in order to meet their diverse needs and ensure consistency in care and 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	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 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 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	EY370276
Local authority	Stockport
Inspection number	903792
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	02/10/2008
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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