

Inspection date	11/08/2014
Previous inspection date	14/08/2009

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 are kept safe as the childminder has a good knowledge of safeguarding issues, a clear understanding of policies and procedures, and completes risk assessments for her home and local outings.
- The childminder develops effective partnerships with parents, which ensures children's individual needs are fully met.
- The childminder forms secure attachments with children, which effectively promotes their emotional well-being. As a result, they are happy and settled in her care and confidently explore their environment.
- The quality of teaching is consistently good. As a result, children make good progress across the seven areas of learning and show readiness for school.

It is not yet outstanding because

- There is scope to work even more closely with parents to share information about children's learning.
- There is opportunity to add even more precision to the assessment of children's learning, by more cohesively tracking their learning and development against the early learning goals and planning appropriately for their next steps in learning.

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 took into account the views of parents spoken to on the day.
- The inspector toured the premises.
- The inspector held discussions with the childminder about her knowledge and understanding of the requirements of the Early Years Foundation Stage.
- The inspector discussed the childminder's self-evaluation.
- The inspector observed activities in the indoor and outdoor areas.

Inspector

Helen Gaze

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and daughter, aged 10 years. The family lives in the Gately area of Stockport, close to shops and parks. The whole of the ground floor of the home is used for childminding, which includes the lounge, play room and kitchen. First floor rooms are not used, with the exception of the bathroom. There is a safe and secure rear garden available for outdoor play. There are currently 13 children on roll in the early years age group.

What the setting needs to do to improve further

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

- build on the already good partnerships with parents in order to promote an even more effective sharing of information about children's learning
- focus even more precisely upon the assessments of children's learning and development by consistently tracking their development against expectations, for example, by using early years outcomes to assess what children can do and to plan for their next steps in learning.

Inspection judgements

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

The childminder demonstrates a secure understanding of how children learn and develop through play and provides an extremely well-organised and well-resourced environment to meet children's varying interests. In conjunction with parents, the childminder identifies the starting points in children's learning on entry to the setting and gets to know them gradually as they settle in. This is underpinned by the robust settling-in procedures and the All about me information parents complete prior to their child starting at the childminder's. As a result, the children's interests and needs are met from the outset. The childminder provides good links between the parents and teachers, ensuring all information is passed on during feedback at the end of the day. This allows the childminder and parents to provide continuity of care for children. The childminder has an acceptable knowledge of observation and assessment. Children have photographic observations in their learning journey's and the childminder makes comments linked to the areas of learning and development and the characteristic of effective learning. The childminder makes these available to parents. However, there is scope to promote an even more effective sharing of information about children's learning in order to secure a joint approach to their learning and development. The childminder has a secure understanding of the progress check for children between the ages of two and three years.

The quality of teaching is good because the childminder has a good understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. The resources are diverse, age appropriate and provide depth and breadth across the seven areas of learning and development. For example, children have opportunities to dress up, play with small world toys, books, games and construction toys. This means children remain interested in their activities and are provided with many opportunities to make progress towards the early learning goals. Children enjoy making choices about the activities they want to be involved in, which means they are motivated and engaged for extended periods of time. For example, children set up a chess activity and choose teams. Younger children are supported by the childminder and demonstrate they understand the game well, as they talk about the pieces that move diagonally. As a result, children are becoming avid problem solvers when deciding which move to take and, furthermore, learn to play cooperatively together as they take turns.

Younger children enjoy being imaginative, as they create stories to support their play with the train set. For example, they talk about going to France by train and chatter as they move the train around the track and through the stations. The childminder encourages the children to fit the train track pieces together and talks to them about their own personal experiences. As a result, children develop their finer movements and gain a sense of achievement as they achieve what they set out to do. Additionally, children learn to use language as a powerful means of communication, as they discuss in detail a trip they took on a train to the museum. The childminder provides sensitive support to young children as she helps them to develop their language skills. For example, the childminder successfully reinforces children's speech, modelling the correct pronunciation of words to them. For example, she uses careful questioning and modelling to extend language further. 'We're going on the train' says the child and the childminder responds, 'You're going on the train? Where to?', 'We're going on the train to France' he replies. This clearly demonstrates that the childminder is effectively shaping the child's language while encouraging him to extend his thoughts and ideas further. Consequently, children are extremely confident in speaking and communicating and are beginning to use the correct pronunciation. The childminder organises her environment to support children's language further. For instance, toys are labelled with pictures and words and children demonstrate the usefulness of this as they identify where the equipment belongs during tidy-up time. This supports children's literacy development, as they learn that text carries meaning and prepares them further for their move to school.

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

Children form secure, emotional attachments with the childminder because she is welcoming and is very focused on the key-person system and making children feel at home in her setting. For example, children have their own coat pegs and photographs in books of their special moments, which help children to feel a sense of belonging. She knows children well and makes time to speak to parents and children as they arrive in the morning. As a result, children are excited to talk with the childminder about their activities at home and feel valued and listened to. The childminder is an excellent role model and has a calm and sensitive approach to encouraging children to behave well. She sets clear

boundaries, so that they know what is expected of them, such as sitting at the table to eat. She encourages children to be respectful to one another. As a result, children behave impeccably and play particularly well together. For example, children choose games which involve teamwork, such as football, and manage to negotiate teams and tactics independently. They have a team talk before the game and this motivates the children and encourages them to become involved independently.

The childminder makes use of the local amenities in the community very well. Children visit parks, go on train and bus journeys to places, such as the museum, and spend lots of time with other childminders in the local area. This broadens children's learning and successfully helps them to socialise with other children and adults away from the childminder's home. In turn, this helps to prepare children emotionally for their move to school. For example, the childminders set up a mini Olympics at the local park and on wet days visit each other's homes to take part in planned activities. Children are prepared well for outings because the childminder gives good attention to promoting children's understanding of personal safety. For example, the childminder talks with children about the dangers of talking to strangers, wandering off, running in front of swings and to be aware of any hazards, such as broken glass. As a result, children can talk about the dangers and this means their safety is promoted and they know how to keep themselves safe. The childminder completes effective risk assessments for a range of activities that the children take part in, checking for risks throughout the home. This means that children are aware of the safety measures to take to keep themselves safe. For example, older children check that the bolt is closed on the gate as they go out to play.

The childminder is effective in promoting children's health and providing activities to develop their physical skills. For example, they have opportunities to run around in the garden and develop their coordination as they use equipment, such as a slide, wheeled toys, swings and footballs. The childminder encourages and promotes children's healthy lifestyles. For instance, she encourages children to wash their hands, using the sink in the kitchen, as they prepare for snacks and she promotes children's healthy choices at mealtimes. For example, children talk about how fruit is healthy for them and chocolate is a 'treat', and the childminder talks with them about their ideas. The childminder treats mealtimes as a social occasion and an opportunity to develop children's independence and social skills. She initiates conversations about their past experiences and encourages children to use good manners. Children help themselves to drinks and fruit and chat confidently and excitedly about the activities they have planned. This prepares children well with social and communication skills for when they start school.

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

The childminder has a good understanding of how to meet the requirements of the Early Years Foundation Stage. She has attended recognised safeguarding training and demonstrates a good understanding of child protection issues. All adults who live on the premises have had appropriate security checks completed, and displays in the playroom describe the procedures to be followed in the event that the childminder has serious concerns about the safety of children. This process further protects children and supports

safeguarding practices. Accident and incident records are completed to report to parents when children hurt themselves. The injury is recorded and monitored and parents sign on collection.

The childminder monitors the effectiveness of her provision and successfully involves parents and children in her self-evaluation. For example, the views of parents and children are recorded through regular questionnaires. Parents say they are 'very happy', and that their children 'sometimes ask to go to the childminder's on their day off or the weekend'. They also state that 'The childminder makes my children feel welcome and it's like a home from home'. Parents suggest ways to make the communication between themselves and the childminder more effective. For example, they suggest the childminder use text messages and verbal communication in place of communication diaries, as they feel it is much more 'personal'. This works effectively to keep parents informed of their children's experiences and care needs throughout the day. The childminder is taking some steps to track and monitor children's overall progress. However, there is scope to extend the existing good partnerships with parents, to enable the sharing of next steps in learning, supporting children to make even more rapid progress in their learning and development.

The childminder is aware of the other professionals who can be contacted to provide additional support for children and has taken steps to use this support to enhance her service. The childminder works effectively with other childminders to share resources and best practice. She receives further guidance from the local early years support team at the local authority. They assist the childminder with implementing ways of tracking children's progress and establishing a more robust system for self-evaluation. As a result, the childminder has made improvements since her last inspection. The childminder has good relationships with the local pre-school and school and values the importance of sharing information with other settings. As a result, children are prepared well for their move and benefit from a shared approach to their care.

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. 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	EY377188
Local authority	Stockport
Inspection number	821431
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	14/08/2009
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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