

Inspection date	07/08/2013
Previous inspection date	20/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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		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

- Partnerships with parents are firm. The childminder uses a range of ways to fully involve parents with their children's learning at every possible opportunity. Therefore, a shared approach to children's learning is fully embraced.
- The childminder plans for children's individual progress across all areas of the provision and her assessments are rigorous. Therefore, her understanding of children's individual learning needs is well developed. This means that children make progress in their learning given their starting points.
- The childminder provides a highly stimulating environment with good quality child accessible resources that successfully promotes and challenges children's learning both inside and outdoors.

It is not yet outstanding because

- The monitoring of the educational provision does not always identify precise actions to be taken and how these will ensure benefits for children's learning and development.

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 all areas of the premises that children may use, including the living room, kitchen and garden areas.
- The inspector discussed with the childminder how she delivers the educational programmes for children.
The inspector discussed the self-evaluation of the childminder and looked at children's assessment records, planning and documentation. The inspector also looked at an extensive range of photographs and supporting files and a range of other documentation.
- The inspector took account of the written views and comments made from parents to the childminder in questionnaires and testimonials.

Inspector

Ron Goldsmith

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 and lives with her husband and two children aged two and five years in Ellesmere Port, Cheshire. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

There are currently four children on roll, all of whom are in the early years age group. There were no children present during the inspection. The childminder takes and collects children from a local pre-school and attends local children's drop-in groups on a regular basis. She is a qualified nursery nurse and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- develop further plans to improve the monitoring of the educational provision, which are specific and achievable and ensure real benefits for children and their learning.

Inspection judgements

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

The childminder states that children are making good progress towards the early learning goals. She described her work to provide a suitable range of learning opportunities, which are creatively planned and based on what children can do and are interested in. This is supported by a range of resources and ideas she has implemented in the setting. As a result, their progress in all areas of learning is satisfactorily promoted.

Ample assessments of children involved in a wide variety of activities complement the information gained from parents, reflecting their child's development at the start of their placement and on an ongoing basis. Assessments are completed every three months and shared with parents, who write their own comments to maintain a continuous two-way flow of information. Assessments and planning are linked to observations and the areas of learning. The information is used as a basis for the learning journal notes and to keep parents informed of their children's developing skills. These are shared with parents and clearly show that the children are making progress in their learning and development, given their age and stage of development. The childminder provides suggestions of how parents can support children's learning at home. This helps to ensure continuity and

involves parents fully in their child's learning.

The childminder describes the next steps in children's learning and outlines how she enhances their progress. Photographs reflect the fun and enjoyment children experience when involved in these activities and effectively support the written observations. For example, children visit the fire station, the zoo or a farm on trips out. The childminder completes a progress check at age two, identifying the child's strengths and any areas where progress is less than expected. This check is shared with parents and if necessary, any other relevant professionals.

The physical play environment demonstrates how children can learn to be independent and develop their confidence by making choices with regard to their play. For example, toys, books and resources are stored at low-level, enabling children of all ages to make informed choices. Resources and activities complement the ages and abilities of the children and encourage their creativity and imagination. For example, the pirate boat in the garden, the natural materials children gather from the woods and the 'laundry room'. The childminder describes how children come outside to use tools and materials independently, such as rakes and shovels, which are all accessible. A separate wooden shed houses a range of toys, which include building blocks, a home corner, blackboard and other materials. Walls in the garden show the chalked writing efforts of children, who access print and writing materials through a variety of opportunities. The outdoor environment complements the indoor area.

The childminder explains that children like being active and developing their physical skills using a wide variety of equipment and apparatus in the garden and at the park. Being outdoors is an important aspect of their time with the childminder and photographs show them visiting the maize maze, rolling in leaves, making scarecrows, at the pumpkin farm, tree rubbing or visiting reindeer. Children learn to understand the benefits of exercise and fresh air on their bodies and how walking is good for them because the childminder reinforces messages about health and exercise consistently. There are ample opportunities for children to use a variety of pens, crayons and chalks on the chalk board indoors, outdoors and during creative activities. The childminder says she helps to build children's confidence by attending playgroups and activity sessions, preparing them for future moves to other settings or school. The childminder states that children's feelings of safety and security are consistently enhanced through the relationships she has formed with them and with their families. She describes how she supports and praises their progress and achievements.

The childminder describes how, through discussions, she extends their understanding of the wider world around them and of diversity. They take part in healthy eating projects and take part in events, which raise their understanding of the world, for example, a pyjama party, which raised a large amount of money for a charity. This effectively enhances their understanding of their community and the lifestyles of people around the world.

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

The childminder describes how she has developed a strong relationship with parents to understand the children's starting points during their settling-in process and in their ongoing learning. The excellent observations and records she makes about children's learning are shared with parents. She successfully invites them to contribute to their children's learning experiences. In addition, the childminder provides parents with a summary of their children's development. This support underpins a partnership approach, which strongly reinforces children's progress and happiness.

The childminder states she is particularly good at supporting the key skills the children need in their transition to school. For example, their skills in self-care to promote their independence and their ability to manage their feelings and behaviour. She takes every opportunity to promote physical development, personal social and emotional well-being and the communication and language skills of children. Photographs, learning journals and children's work all suggest this is highly successful. The childminder says children are skilled in language and talk for many reasons, including presenting ideas to others descriptively. The range and variety of books she presents are exciting and imaginative and she explains that younger children are confident in selecting books to read. The childminder says it is important that she models good behaviour to them and helps them to understand how to express to others how they are feeling. For example, talking about being happy or sad.

The childminder outlines how she encourages children to understand the importance of hand washing and encourages them to visit the bathroom independently. The table at which they eat is child sized and she ensures that food and snacks are healthy and children drink plenty of water. Children are extremely well motivated, says the childminder, and they are happy and well prepared for the next stage in their learning. She helps the children to learn about keeping themselves safe and documents show they practise the emergency evacuation procedure on a regular basis. A thorough risk assessment identifies all areas in the home and on trips, which are potentially hazardous, allowing the childminder the opportunity to eliminate them. The childminder maintains all of the required paperwork for the administration of medication and accident recording. She follows routines in consultation with the parents to ensure she meets and caters for children's individual needs. The regular outings to places of interest in the community help children to develop confidence and independence in situations away from their main setting. Thus, preparing them for positive transition into school or nursery as their next step. Parents respond to questionnaires, which the childminder has organised by saying they are very happy with the quality of care provided.

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

The childminder has a good understanding of the procedures to follow should she have any concerns regarding a child in her care. A safeguarding policy, which is shared with parents, includes the action to be taken and telephone numbers of who to contact to seek advice and support. The childminder has considered the appropriate use of mobile telephones and cameras in the setting, in order to fully protect children and keep parents informed. This is also included in her safeguarding policy. The premises are safe and

secure. Written risk assessments are in place, which show how the childminder has identified and minimised potential hazards to ensure children's safety. The inspection was brought forward in light of a recent incident where a child sustained a serious injury. The childminder states that the incident was an accident that was difficult to anticipate and she did not realise on the day that the incident had resulted in an injury to the child. The childminder has written policies for transporting children in a vehicle and on outings and informed Ofsted about the incident. She subsequently gave parents a written account of what happened. This means that suitable steps have been taken to ensure that a similar incident does not happen again and children's safety is maintained.

The childminder has a clear commitment to improving the service she provides. She has completed an improvement plan, which clearly identifies some areas for improvements but does not always identify the precise actions to be taken. For example, although, she monitors the educational provision, the absence of children present during the inspection means that there is no clear benefit to children from this. The childminder regularly accesses training and support to update her knowledge and understanding. She has identified further training courses she would like to attend to secure her skills and knowledge. This clearly demonstrates how she is intending to maintain continuous improvement, in order to ensure excellent learning opportunities for children.

The childminder has a comprehensive knowledge and understanding of liaising with parents to build relationships. Communication is a prime focus for the childminder, with regard to children's well-being and achievements. She actively encourages parents to be involved in their child's learning at home and shares daily information about their child's achievements through the use of a daily diary. The childminder has a clear understanding and working knowledge of the importance of working in partnership with external agencies, to ensure appropriate interventions for children, who may need additional support. The childminder engages in professional working relationships with other providers.

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 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	EY379830
Local authority	Cheshire West and Chester
Inspection number	930918
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	20/04/2009
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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