

Inspection date	06/01/2014
Previous inspection date	10/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 has a good understanding of how children learn and provides a wide range of opportunities to support children in their next steps in learning.
- Children are settled and content with the childminder because she provides a caring and nurturing environment that promotes children's emotional well-being effectively.
- The childminder has a good understanding of safeguarding. Consequently, she keeps children safe and promotes their well-being.
- Very good partnerships with parents and other settings that children attend, ensure that there is consistency and continuity in children's learning and care.

It is not yet outstanding because

- Opportunities for children to use a wide range of natural resources to explore and experiment through open-ended play opportunities have 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
- 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 spoke to the childminder throughout the inspection.
- The inspector sampled a range of documentation, including children's records, policies and procedures and risk assessments.
- The inspector observed the childminder support learning through play activities in her home.
- The inspector took into account parents' views from written comments in children's learning records and questionnaires.

Inspector

Lynnette Kobus

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 husband and adult child. The family live in the Castlefield area of Runcorn. The whole of the ground floor is used for childminding purposes and there is an enclosed garden available for outdoor play.

The childminder attends a childminder group and visits the local shops, park and play groups on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, one of whom is in the early years age range. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except for 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 opportunities for children to use a wide range of natural resources, to explore and experiment through open-ended play opportunities.

Inspection judgements

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

Children are happy, settled and content. The childminder knows them well and has a good understanding of how they learn. Teaching is good because she actively participates in children's play and gets down to their level to encourage them to be involved and engaged with her and the resources provided. Effective observation, planning and assessment systems ensure that children take part in a range of activities that cover the seven areas of learning. Consequently, children make good individual progress in relation to their starting points. In addition, this ensures that children gain a good range of skills to support their future learning. The childminder has a good understanding of her responsibility in completing the progress check at age two years and has implemented a written summary of children's progress in the prime areas of learning.

Children's personal social and emotional development is promoted well as they benefit from the positive interaction they receive from the childminder. A child observed on the day of inspection happily communicates and says some simple words in response to the childminder's smiles and communication, helping to develop early communication and language skills. The childminder talks with the children to model language and introduce new words. For example, as a child was hunting for their teddy, the childminder joined in and got down to the child's level, adding language, such as 'is teddy inside this box, or

under this cushion?' This helped to sustain interest and build upon their vocabulary. Furthermore, the childminder provides a range of multi-cultural resources, for example, through sharing books and positive images, which help children to gain awareness of diversity and the wider world.

Children enjoy visits to the local parks, shops and playgroups, further extending opportunities for learning, including physical development activities. However, there are fewer natural resources available in the childminder's home for the children to explore open-ended play opportunities. Children regularly paint and use malleable materials, which they enjoy and supports their creative skills in expressive arts and design. Parents contribute to initial assessments of children's starting points on entry and their views are recorded in children's learning journals. Regular opportunities are provided for parents to review their children's progress, in partnership with the childminder and other settings, which children attend. This shared approach to children's learning and development, contributes to the good progress children make and demonstrates a continuity of learning between home and provision and helps to prepare children for school.

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

Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between the childminder and children ensures that all children form positive and trusting relationships. Children settle well because the childminder finds out good information from parents about their child to ensure all children's needs are known and effectively met. The childminder effectively promotes children's independence through a good balance of child-initiated and adult-led experiences. For example, at mealtimes, young children are supported in feeding themselves and help to prepare some meals, such as homemade healthy pizza. Furthermore, children have a balanced healthy menu and parents report that they are very happy with the food provided by the childminder.

Children's behaviour is good, because the childminder uses positive strategies to help children understand about acceptable behaviour. Consequently, children learn about keeping safe as the childminder gives them gentle reminders, so that they do not hurt themselves. The childminder is a very nurturing key person for children and their families and knows all the children well, ensuring that individual needs are quickly met and supported effectively.

Children have access to daily fresh air in the childminder's garden. Regular visits to the park and play groups provide regular opportunities for children to take risks as they climb and negotiate multi-level surfaces, during their physical activities. They learn about the world around us, as they observe 'bugs' and plants in her garden. Children also attend a playgroup, where the childminder encourages them to play with other babies and children. This promotes their personal, social and emotional development. In addition, children are gaining confidence away from the childminder's home, which prepares them for their next stage in learning.

The effectiveness of the leadership and management of the early years

provision

Children's safety is given paramount importance. The childminder has attended local authority safeguarding training and has implemented robust policies and procedures for safeguarding children. Consequently, the childminder has a good understanding of what to do if she has any concerns about a child in her care. The childminder has regular fire drills in her home and evaluates these for effectiveness, ensuring children's safety in her home. Furthermore, the childminder holds a current paediatric first aid certificate, ensuring that children are safe in her care.

The childminder has responded very well to the actions and recommendations, made at the last inspection and is aware of her strengths and areas to develop, to help sustain continuous improvement. For example, she demonstrates a good understanding of the educational programmes to ensure that all areas of learning and development are fully implemented, through a good balance of adult-led and child-initiated activity. Furthermore, monitoring of children's progress helps the childminder to identify strengths and areas for development. Consequently, focused plans ensure that children continue to make good progress in their learning and development.

The childminder effectively evaluates her provision and she seeks the views of parents to ensure that the children's needs are consistently met. Very good partnerships between parents and local schools is well-established, with effective communication systems ensuring that parents are kept fully informed of their children's needs and progress. She links with her local authority for advice and support, attending specific training events and childminder networks, to continue to develop her skills.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY382420
Local authority	Halton
Inspection number	903081
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	10/01/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

