

Inspection date	09/12/2013
Previous inspection date	10/11/2010

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

- The childminder uses a wide range of teaching strategies to promote all areas of learning for each child. Therefore, children make good progress.
- The childminder continuously evaluates her provision. She regularly seeks out parents' opinions and amends her practice accordingly to improve. Therefore, learning outcomes for children are good.
- Arrangements for safeguarding children are effective. The childminder understands her responsibilities to keep children safe and as a consequence, children are safe in her care.
- The childminder has strong relationships with parents. She liaises closely with them to ensure she is providing continuity of care. As a result, children settle well.

It is not yet outstanding because

- The information that the childminder gathers from parents, as children start, is not yet sufficient enough to comprehensively assess children's achievements and establish a baseline for monitoring all future 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 held a meeting with the childminder.
The inspector examined a range of policies and procedures, including the
- safeguarding policy, the childminder's self-evaluation form and parental questionnaires.
- The inspector looked at children's files, including observation, planning and tracking documents.
- The inspector observed the childminder and children in the playroom.
- The inspector spoke to parents and children at appropriate times during the inspection and took written views of parents into account.

Inspector

Anne Parker

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged eight and two years, in the Newton-le-Willows area of St Helens. The whole of the ground floor and rear garden are used for childminding. The childminder attends various groups at the local children's centre and visits the library and park on a regular basis. She collects children from the local schools and early years settings.

There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round and is available to provide care at weekends and each weekday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder cares for children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the quality of information gathered from parents, so that accurate assessments can be made as children start and a reliable basis from which to monitor children's future progress, is established.

Inspection judgements

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

The childminder uses effective teaching methods to support children's learning very well. She demonstrates a secure understanding of how children learn and develop, taking into account each child's age and stage of development, individual interests, skills and abilities. She uses her observations and assessments to guide and inform her next steps planning. As a result, children enthusiastically engage in a broad range of interesting and challenging activities. The childminder uses child-led play activities to promote communication and language by talking to the children about what they are doing. For example, while playing with play dough, the childminder describes their actions, models language and extends their vocabulary by including different words. Furthermore, the childminder skilfully introduces new role play equipment, such as the play kitchen utensils, to enhance children's imaginative explorations. She also uses open-ended questions and encourages children to explore ideas, such as asking children why we do not see butterflies in the garden now. As children collect toy eggs to put into the egg carton, the childminder encourages them to count them into the box and asks how many are missing. Therefore, the children are gaining an understanding of mathematical concepts. Mark making is encouraged through everyday play. For example, in the toy shopping trolley,

there are paper and pencils with which to write a shopping list.

The childminder's attention and teaching techniques ensures that children are motivated and active learners, including those whose development is slower than expected or children whose first language is not English. She ensures that she adapts her activities and approach, so that each child is progressing towards the early learning goals. As a result, children are making good progress and gaining the necessary skills to move onto their next steps in learning, including school.

The childminder has good links with parents. She keeps them updated by talking to them and using text messages. Parents are asked for information that will help her in planning suitable activities. For example, parents of children whose first language is not English are asked for simple words in their home language and details of their culture, celebrations and food. This demonstrates the childminder's understanding of inclusive practice and of equality and diversity. She gathers information from parents as children start with her, however, this is very general and is not sufficient for her to make an accurate assessment of their learning and development and establish a clear baseline for monitoring all future progress. The childminder visits a range of local amenities, including the park, library and playgroups. Sometimes, she also meets with other childminders. This ensures that children are gaining opportunities to socialise and learn about their local environment.

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

The childminder provides a warm and welcoming home in which children feel safe, comfortable and reassured. This helps children to make the transition between their own home and the childminder's home. The childminder has a lovely manner with the children and is very caring and relaxed as she gently guides their learning. This supports children's emotional well-being. She liaises closely with parents, so that she can follow the child's routines and as a result, children settle quickly. Children are valued and respected and as such, are learning to respect each other. The childminder's positive approach and frequent use of praise and encouragement, promotes children's confidence and behaviour effectively and they begin to learn to share well.

The childminder has arranged the environment, so that it is a welcoming place and children play safely. The playroom is equipped with good quality and accessible resources, which enable children to freely choose what they want to play with. All the areas are safe and stimulating, with a range of children's artwork and a range of printed materials displayed around the playroom.

The childminder provides a range of healthy meals and snacks for the children in her care and uses mealtimes to discuss why certain foods are good to eat. Children grow some vegetables in the garden and this also provides opportunities to talk to them about healthy food. She provides opportunities for physical play, both in her garden and at the local park. The garden allows access to a range of play spaces where children can run, pedal, climb and move. For example, they develop a balancing game as they walk carefully along a plank of wood or climb the ladder to the playhouse. Therefore, children are learning to manage risk independently while developing their physical skills.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and how to implement them. She has a wide range of policies and procedures in place, which she shares with parents and knows where to take any concerns she may have about a child in her care. She has attended safeguarding training within the last year and keeps her knowledge up to date through discussions with other childminders. There are written procedures in place for administering medication, which includes written permission from parents. The childminder carries out frequent risk assessments of her home and garden and for the various trips that she undertakes with the children. Accidents are routinely recorded and shared with parents.

The childminder demonstrates a secure knowledge of each individual child, their current learning and development stages and where she needs to be focusing her planning to ensure they make good progress. The childminder reflects on her own practice and has a clear idea of what she does well and areas for improvement. For example, she has recently introduced a different system for recording observations, planning and assessments of children's achievements and introduced a new method to track children's achievements. The childminder is aware of the need to provide parents with a progress check for their children when they are between two and three years of age and is currently devising a suitable format to provide this. She seeks out parents' views through frequent discussions and an annual questionnaire, which is well designed to enable parents to give honest opinions. She takes these views into account when planning. For example, when a parent suggested more outdoor play equipment, she introduced a wider range of outdoor activities. Another example is when a parent requested that her child be given opportunities to attend more local venues to extend their learning. The childminder now invites the child to attend on days that other trips and visits are taking place.

Partnerships with external agencies are good and having a positive impact on children's learning and development. For example, the childminder contributes to assessments carried out by speech and language specialists and attends meetings where appropriate. As a result, children are receiving effective interventions to support their learning and development well.

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	EY407205
Local authority	St. Helens
Inspection number	875322
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	10/11/2010
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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