

Inspection date	28/07/2014
Previous inspection date	28/07/2011

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

- Effective teaching and robust observations of children are used to identify and plan for the next steps in their learning. As a result, children consistently make good progress from their starting points in their learning and development.
- The childminder knows the children very well and has strong emotional bonds with them. Children are well settled, secure, confident and happy in the setting. This results in the individual needs of the children being met effectively.
- The childminder has a very good understanding of her role and responsibility to protect children and of the safeguarding and welfare requirements. There are robust policies and procedures in place, including risk assessments, which successfully support the promotion of children's safety and well-being.
- Strong partnerships with parents are forged to exchange purposeful information particularly during settling-in periods. This results in children rapidly forming secure attachments and strong emotional bonds with the childminder.

It is not yet outstanding because

- Children do not always have sufficient time to think about their responses to questions posed, as the childminder does not always promote thinking time and sometimes answers for them.
- The childminder does not maximise opportunities to extend children's understanding of why it is important to eat healthy foods.

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 in the downstairs rooms and the outside learning environment.
- The inspector discussed a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the childminder and spoke to her during the inspection when appropriate.
- The inspector looked at documents and checked evidence to verify the suitability of the adults in the household.

Inspector

Yvonne Holt

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 in Handforth, Cheshire with her husband and two children aged seven and nine years. The family has a cat. The whole house, with the exception of an upstairs study, is used for childminding purposes and toilet facilities are located on the first floor. There is an enclosed outdoor play area to the rear of the property. There are currently five children on roll; of whom, two are in the early years age range. The childminder takes children to, and collects them from a nearby school and attends several toddler groups during the week.

What the setting needs to do to improve further

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

- use a wider range of teaching strategies, for example, by promoting thinking time, so children are given sufficient time to answer questions and to put their thoughts into words
- extend children's understanding of the importance of a healthy diet, for example, by discussing healthy foods at meal times.

Inspection judgements

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

Children make good progress because the childminder knows the children well and provides learning opportunities for children's stage of development. The childminder is enthusiastic, motivated and interacts well with the children. This means children are happy and engaged in their learning. The childminder makes regular observations and assesses children's progress effectively, using this information to identify their next steps in learning and plan for their future development. The childminder uses a foundation stage-based programme to support the planning and assessment for the children's progress. This ensures all areas of learning and development are provided for. Routine times are used as learning experiences. While making lunch, the childminder gives each child the opportunity to make their own sandwich. This promotes children's independence and their fine motor skills. Slices of cucumber are counted when younger children choose them for lunch, developing their mathematical understanding.

Children have the space and freedom to explore the resources provided for them. The children play in a well-developed enclosed outdoor area, using a small slide and trampoline, where push-and-ride wheeled toys are also available. Manipulation and coordination skills are encouraged with games that involve twisting their bodies to reach

coloured circles on the sheet and ball and the hoop games to further help with their gross motor skills. Children wait patiently as they take turns at such games and then have another go when they are unsuccessful the first time. This encourages children to persevere with an activity, further promoting their personal, social and emotional development. There are plenty of opportunities to write and read in the garden. The childminder takes children to the local park for other physical experiences. The childminder regularly takes the children on trips to the local library and to the local children's centre. Here, she takes part in play sessions where children can socialise with other children from other settings. The children also take part in sessions designed for children with a range of differing abilities, such as children with a hearing impairment. This raises children's awareness of diversity in the community. The childminder is proactive in developing children's interests in books. They are easily available to children and they independently select their favourites to read alone. They also enjoy sharing these with the childminder. Children demonstrate their increasing independence and confidence, as they sit with a book, turn the pages appropriately and talk through the story as if they were reading it.

Partnerships and communication with parents are strong and parents are included in their child's learning as they regularly share current knowledge of their children. For example, the childminder is told when a child takes an interest in something at home and provides appropriate activities at the setting. The childminder also motivates parents to extend learning at home. She mentions that children have enjoyed messy play and the parents provide materials at home for children to explore. This good sharing of information ensures parents are actively involved in their child's learning.

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

The childminder responds to children's care needs without delay. For example, young children have their nappies changed as soon as required. When young children are thirsty, and during the hot weather, drinks are immediately provided to quench their thirst. Hats are provided and sun cream is applied to further promote their good health. The childminder enhances their confidence and self-esteem by praising them about how good they are and how well they do. Older children are encouraged to be kind and helpful to young children. For example, when older children comment that young children cannot do something, the childminder suggests that the older children teach them in achieving success. This provides older children with some responsibility and increases their self-confidence and self-esteem. The childminder supports children's personal, social and emotional development well. For example, younger children are beginning to learn that some things are theirs, some things are shared and some things belong to other people. They are encouraged by the childminder to develop good manners and be polite. As a result, children's behaviour is good.

The bathroom area is easily accessible to all ages of children and is clean and safe. Children's personal care and their developmental needs are effectively supported when the childminder works with parents to support next stages, such as toilet training. All younger children are encouraged to wash their hands prior to eating. The children clearly understand and follow this routinely as the older children automatically wash their hands

before being prompted.

The childminder regularly takes children out and about during the day. For example, they enjoy rhyme time sessions at the local library, join in at the childminder's club at the local children's centre and take regular visits to the park. Such outings form part of children's daily routines and information about activities is shared daily with parents verbally, and in journals. Parents provide positive written feedback concerning the use of children's journals. For example, they write about how they enjoy reading the journals because it makes them feel involved in their child's day, and thank the childminder for all that she does for the children and their families. The childminder has good procedures in place for keeping children safe during outings. For example, she takes a first-aid kit, mobile phone and children's emergency contact details with her, as well as having signed parental permission slips. Children are developing their understanding of how to stay safe because the childminder teaches them how to cross roads safely and makes it clear that she keeps account of them at all times.

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

The childminder clearly understands her responsibility to ensure her provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's welfare is safeguarded as the childminder has a sound understanding of child protection issues and implements policies and procedures to support her awareness. Copies of the childminder's policies and procedures are readily made available to parents as well as information about their child on a secure website to which parents have their own personal password for their own child. This ensures that parents are kept up to date in all areas of their children's learning and development. The childminder ensures that children are not left unsupervised. Children's personal details are kept securely and emergency contact numbers are regularly updated.

The childminder's home and garden are secure and risks of accidental injury are minimised as she supervises the children extremely well. The childminder holds a current paediatric first-aid certificate. Accidents are immediately recorded and signed by parents at the earliest opportunity while secure procedures are in place for the safe administration of medicines. The childminder carries out regular risk assessments of all aspects of her home, for example, in the garden she checks the soil and grassed areas for anything that can endanger the children.

The childminder has strong links with other registered childminders. She understands about partnership working when children attend other settings to ensure that children's care and learning are broadly complemented and supported. The childminder is committed to offering good quality care to children and their families. She reflects on her practice and seeks feedback from parents and other childminders. This means the childminder is able to sustain a successful learning environment and adapt her practice to meet the needs of the children in her care. The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses

clear observation and assessment and demonstrates a good knowledge of the characteristics of learning. As a result, children make good progress.

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. 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	EY413667
Local authority	Cheshire East
Inspection number	874297
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28/07/2011
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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