

Inspection date	20/05/2014
Previous inspection date	12/07/2011

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 enthusiastic and motivated to learn because the childminder provides a wealth of activities and experiences both inside and outside of her home. Consequently, children make good progress towards the early learning goals.
- The childminder builds strong relationships with the children in her care. She is caring and sensitive to their needs, which provides support for individual children's emotional development and well-being.
- The high quality indoor and outdoor environments are stimulating and promote children's creativity, independence and exploratory skills.
- Partnerships with parents are good as the childminder keeps them fully involved in their child's experiences and learning.
- The childminder has a good understanding of child protection and risk assessments are in place. This means children's welfare is assured and that they are safe in the environment.

It is not yet outstanding because

- There is scope to extend the use of open questions, to help children enhance their critical thinking skills.

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 ongoing discussions with the childminder throughout the inspection.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16, and a range of policies and procedures.
- The inspector observed children's play and the quality of adult and child interactions.
- The inspector looked at planning, observation and assessment documentation and children's learning journey records.
- The inspector discussed the childminder's self-evaluation form and improvements made with her.
- The inspector also took account of the views of parents through references previously written by parents.

Inspector

Sharon Hennem-Dale

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 in a house in Hooton, West Cheshire. The childminder has pet dogs. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler and pre-school groups and visits the shops, the woods, the ice rink and the beach on a regular basis. She collects children from the local nurseries and pre-schools. There are currently six children on roll, three of whom are in the early years age group. Children in the early years attend for a variety of sessions. The childminder operates all year round, from 7.30 am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- enhance children's critical thinking skills, for example, by using questioning more consistently during activities, enabling them time to think and process information and formulate their own responses about what they are doing.

Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage and how children learn through play. She has a good understanding of children's progress in all areas of learning, and uses her own observations, along with information gathered from parents, about children's development, skills and interests to assess children's starting points. For example, what they enjoy doing most in their learning at home and at other settings. The childminder provides vibrant, child friendly areas in her home, which are linked to each area of learning. She plans a good balance of purposeful and spontaneous activities and provides continuous access to a variety of interesting and exciting toys for children to choose from that she knows they enjoy. For example, children develop their imagination to good effect, as they enjoy dressing up as different story characters such as 'Snow White'. The regular provision of art and craft materials for the children and displays of children's work show children enjoying a wide variety of creative activities. The children particularly enjoy using musical instruments and dancing activities when laser lights are placed on the ceiling. Children's understanding of number and mathematical concepts are promoted well through a good variety of visual and problem solving resources. They learn about mathematics in everyday life as the childminder encourages them to make and recognise different shapes, as they mould malleable materials. Children's imagination and role play is well supported, with a range of props, such as dolls and home areas and small world figures. Children also enjoy opportunities to develop their physical skills, as they

build using tools in the construction area.

Children have an individual learning journey record, which shares children's skills through a variety of assessments and a wealth of photographs that capture and document children's achievements. These demonstrate children are making progress across all areas of their learning and development. The childminder makes ongoing observations, which are precise and relevant and clearly identify children's next steps. These enable her to plan activities and offer support, or additional challenge, tailored to each child's emerging skills. The childminder has recently introduced a new tracking system to help her document children's specific strengths and developmental areas and stage of development. This is in the early stages of implementation and is not yet embedded fully in practice. Teaching is good as the childminder actively engages with the children, allowing them to lead their play and extend their learning through their emerging interests. Outdoor learning is developed particularly well, as she provides children with rich experiences and activities outside of her home that brings their learning to life and enhances their knowledge and understanding. For example, photographs show children enjoying their time at the beach, taking a train journey and ice skating at the local ice rink. Children have opportunities to learn about the natural world, as they observe living things, such as tadpoles and go on outings to the local woods and aquarium. As a result, children are motivated to learn and independently and enthusiastically, explore all the activities available, in the high quality and enabling indoor and outdoor environments.

Children's communication and language skills are encouraged and are promoted well. The childminder talks to them about what they are doing, modelling the words appropriate to the activity and using repetition when needed. For example, as children build a train track, she says 'push' as she models how to join the tracks. Children copy this successfully and beam with delight, as they show the childminder and then continue to join the track independently. The childminder speaks clearly to children at their level and gives them time to think and respond to any questions or comments. This supports the children with their emerging language acquisition. For example, as children play with animals the childminder asks what each animal is and the children respond enthusiastically making animal movements and noises. The childminder listens attentively to children's conversation and has recently implemented Makaton signing to increase children's communication and aid children's understanding of spoken language. However, there is scope to enhance children's critical thinking skills, by using more open questions during activities, enabling them time to think and process information and formulate their own responses about what they are doing.

The childminder makes time to discuss the children's daily routine with their parents. Children's learning and development records are also available for them to view at any time, which supports their involvement in their children's progress to enable continuity of learning. The childminder is fully aware of her role in completing the progress check for children between the ages of two and three years and sharing the outcomes of this with the parents. All children's learning and development is in line with the expected developmental ranges for their age groups. Children demonstrate good levels of perseverance and sustain their focus in activities. As a result, children are supported well in developing the characteristics of effective learning, they will need in their preparation

for school and future learning.

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

The childminder provides a welcoming, friendly and enriching environment. Consequently, children are happy and demonstrate they feel safe and secure. For instance, they settle in quickly, are self-confident and happily explore their surroundings. An extensive range of age-appropriate, high quality toys and resources are readily accessible to children, encouraging their independence and decision-making skills from an early age. There are attractive displays of children's work and early mark making and writing skills, which demonstrates to children that their achievements are continually valued. There are extremely warm and positive relationships between the childminder and children. It is clear they enjoy her company and demonstrate their delight when the childminder praises them for their achievements. As a result, this means they feel proud and gain in their self-confidence and self-esteem. When reassurance is needed, children know she is always available for a cuddle. Consequently, children form secure attachments which promotes their emotional well-being.

The childminder provides a safe environment for the children as she undertakes daily checks and regular risk assessments. Children know what to do in the event of an emergency and this is reinforced regularly. Children learn how to keep themselves safe, as they are reminded by the childminder to pick up their toys 'because you were playing with it we need to tidy it away so someone doesn't trip over it'. As a result, children often do this independently with no prompting. The childminder gains information from parents when children start about their interests and care routines, including any medical needs or special dietary requirements, to ensure children remain healthy and safe. Children are offered a good well-balanced healthy diet. The childminder ensures they are provided with fruit and vegetables daily and that children have a good variety. Regular drinks are provided throughout the day. There are effective self-care routines in place for children, as the childminder liaises closely with parents to develop children's toileting skills and children are reminded how and when to wash their hands. As a result, children develop a good awareness of healthy eating and effective hygiene practices. The playroom leads directly into the well-resourced garden, where children have regularly access to fresh air and play safely as they develop their physical skills with the wide range of exciting toys available. Additional visits to soft play centres and a climbing wall enable children to take risks in a safe environment as they develop their physical skills.

Parents are well informed about their child's care, learning and activities. To promote continuity between home and the childminder's care there is daily verbal feedback and a comprehensive daily diary in which parents are encouraged to contribute their ongoing observations. Information gathered from parents and carers prior to children joining is used to help children to settle quickly, with flexible transition arrangements to meet the needs of individual children. Children behave very well in the setting because the childminder is an effective role model. She provides clear guidance to children about expected behaviour. As a result, children understand the boundaries within the setting. They play happily alongside each other, for example, taking turns on the swing in the

garden, as the childminder promotes positive relationships and understanding of each other's needs. A positive appreciation of diversity is promoted in the environment and reflected in several of the books, activities and resources available. The childminder regularly uses local groups for toddlers and pre-school age children, in order for them to play with other children of a similar age. This provides children with the opportunity to develop friendships. This supports development of their personal, social and communication skills and helps prepare them well emotionally, for the next stage in their learning, for example, when they start nursery or school.

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

The childminder shows a clear understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is motivated and very well organised in ensuring all the required records are in place and the necessary systems are developed to keep children safe. She is trained and knowledgeable about the procedures she should take if she were concerned about the welfare of a child in her care. The childminder has attended a recognised first aid course and she has a good understanding about what to do if children sustain any minor injuries. There are clear and effective procedures and policies in place that underpin all aspects of children's welfare and learning and support the safe and effective running of the setting, such as daily records of children's attendance or any accidents. The childminder undertakes effective risk assessments, she is vigilant to ensure hazards are quickly identified and addressed, enabling children to play safely and freely.

The childminder has a secure understanding of how children learn and of the learning requirements of the Early Years Foundation Stage. She uses this understanding, and her knowledge of each child, to plan and support their progress. This enables her to identify and provide any additional support or challenge children may require. The childminder shows a high level of commitment to developing her knowledge and improving her skills through training and continual professional development. She has recently commenced working towards a qualification at level 3, to further develop her understanding of children's learning and development. She has attended a large number of training courses and workshops, such as safeguarding and child protection, food hygiene, tracking development, behaviour management and self-evaluation. This clearly demonstrates the childminder's capacity to continue to improve outcomes for children. The childminder has used her knowledge and skills developed from training to good effect and has fully addressed the recommendations following her last inspection. She reflects on her practice and evaluates it through using the self-evaluation form to accurately assess her strengths and weaknesses and drive improvement. Any changes made are securely based in the best interests of the children in her care. For example, adaptations to the organisation of rooms has enabled her to improve the environment, to promote children's independence and experiences within each area of learning. The questionnaire she uses to seek feedback from parents is exemplary and covers all aspects of her provision. She actively reflects on what children enjoy and listens to them to ensure their needs and interests are continually met.

Partnerships with parents are fully promoted and they are involved in all aspects of their children's care, ensuring consistency and support for each child's individual needs. The childminder provides parents with a comprehensive welcome pack and shares her policies and procedures with parents, so that they are aware of how these are implemented. Written parental consents are obtained to support high standards of care and learning for children. Written references from parents are extremely complimentary of the childminder and the 'positive and happy environment'. For example, they say they are 'extremely happy with the care my child has received and the great progress they have made' and 'fabulous care and attention'. They also speak highly of the gains in their children's confidence and dedication of the childminder. The childminder is proactive in working with other settings and professionals. She shares good practice with other childminders and is knowledgeable about the benefits of sharing information, for example, to secure any additional support for children and to promote continuity of care to support their individual learning, development and welfare needs.

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	EY417358
Local authority	Cheshire West and Chester
Inspection number	879922
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	12/07/2011
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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