

Inspection date	02/05/2014
Previous inspection date	08/08/2011

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

- Teaching is good. Children's learning and development is supported through effective role modelling of language, explanations and demonstrations that encourage children to participate in activities.
- Children are offered a range of activities and resources that are suitable to their individual needs, likes and interests. As a result, children are working within the typical range of development expected for their age.
- The childminder ensures that settling-in procedures are individualised to the needs of the children and their families and, as a result, children's emotional development is well supported.
- The childminder has a thorough understanding of the safeguarding and welfare requirements, which are supported by robust policies and procedures. These help to ensure that children are protected from harm.

It is not yet outstanding because

- Arrangements to support parents to share information about what their children learn at home are not sufficiently robust. This means that the childminder does not have all the information she needs to base future plans for children's learning.

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 the childminder's interactions with children as they played.
- The inspector looked at evidence of the childminder's suitability and a range of policies and procedures.
- The inspector looked at children's assessment records and planning documents.
- The inspector viewed all areas of the property used by minded children.

Inspector

Lynsey Hurst

Full report

Information about the setting

The childminder was registered in 2011. She lives with her husband in a house in Weaverham, Cheshire. Childminding takes place on the ground floor, with access to the bathroom and a small bedroom upstairs for sleeping. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently two children on roll who are in the early years age group and attend a variety of sessions. The childminder is able to take and collect children from local schools and nurseries. Care is available from Monday to Friday throughout the year, except for on bank holiday and during family holidays. The childminder holds a childcare qualification 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 arrangements to support parents to share what they know about their child's learning at home, in order to gain a comprehensive picture of children's achievement on which to base plans for their future learning.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder uses good teaching strategies to support children's learning and development; for example, during play the childminder uses effective role modelling of language and introduces new language to young children. She demonstrates skills and provides a narrative for what children are doing. Children are given time to explore and experiment with resources whilst being supported through good use of language.

Children are making progress within their learning and development as they are provided with a range of activities that are suitable to their needs. The childminder has good knowledge of child development and understands how to support children's next steps for learning. However, these are not recorded effectively and do not always inform future planning. Observations and assessments are robust and support children's overall learning and development.

Children have access to a range of suitable resources and equipment and are, therefore, given opportunities to develop independence while extending their learning through child-initiated activities. Partnerships with parents are good, information regarding starting

points is shared, however, ongoing information about children's learning and development at home can be limited.

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

The childminder uses individualised settling-in processes to support children in developing strong attachments. Children are happy and settled in the childminder's care and enjoy comfort and attention, for example, during play a child becomes upset, the childminder responds by comforting the child through talking and picking them up. The child responds with a smile and stops crying.

The environment is safe, secure and welcoming and there is a variety of resources that are suitable for different age ranges. Resources are stored at child height and are within easy reach, promoting the children's independence. The childminder takes children to local groups outside the home, to provide children with additional learning and development opportunities as well as chance to socialise with other children.

The childminder is responsive to children's individual care needs and routines. Hygiene practices are good and talked about whilst taking place which helps children to develop an understanding of the importance of personal hygiene needs. Children are offered healthy meals, snacks and drinks throughout the day. Children have access to an enclosed garden which has a range of resources, such as cars and bikes, suitable for a variety of age ranges. The childminder regularly takes children for walks around the local community to look at wildlife and places of interest to support their learning and development.

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

The childminder has a thorough understanding of the safeguarding and welfare requirements which ensure children are kept safe and protected from harm. There are clear procedures in place which support the childminder should she have concerns about children in her care. Risk assessments are in place and reviewed frequently. Policies and procedures are reviewed regularly to ensure they remain in line with current legislation.

Self-evaluation identifies strengths and weaknesses and is used to support the childminder's desire to improve the service she provides. Professional development is a priority; the childminder keeps herself up to date through a variety of sources to improve her knowledge. This is then used to improve the learning and development outcomes for children. The childminder has regular networking opportunities with other childminders to share knowledge and information.

Partnerships with parents are good; parents are happy with the service provided and comment that the childminder is 'brilliant' and that their child is 'happy and settled'. Parents contribute to initial assessments; however, ongoing contribution regarding learning at home is limited. The childminder has a clear understanding of how to seek appropriate interventions should she have concerns regarding a child's development.

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	EY421588
Local authority	Cheshire West and Chester
Inspection number	875711
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	08/08/2011
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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