

Inspection date

Previous inspection date

26/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 build secure attachments with the childminder and other children because the childminder provides a secure, safe and enabling environment where children settle quickly, make good progress and are prepared for the next stage in their learning.
- The childminder has a good understanding that all children learn at different levels and enjoy different types of play, so she allows them time to explore the range of activities she offers. The good variety of indoor resources offers a stimulating environment which promotes children's learning well.
- The childminder supports children in their learning by asking open-ended questions to encourage them to think.
- The childminder's effective partnership working with other settings children attend supports continuity in their learning experiences.

It is not yet outstanding because

- There are limited opportunities in the environment to inspire and develop children's spontaneous use of number.
- Access to the outdoor environment to develop opportunities for children's energetic play and games is not 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 lounge and kitchen.
- The inspector held discussions with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Dianne Andrews

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her two children aged three and five years in Woolston, Warrington. the whole of the childminder's home is used for childminding purposes. There is a secure, fully enclosed garden for outdoor play. The family has a dog, goldfish, rabbits and guinea pigs as pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age group on roll and two children of school age.

The childminder has a diploma in social care. She walks or uses her car to collect children from school and attends toddler groups on a regular basis. She is a member the National Childminding Association.

What the setting needs to do to improve further

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

- Develop the opportunities for children's spontaneous use of number, for example, through the use of number labels and by giving them a reason to count within activities and games.
- Develop the use of the garden environment to provide further time and space for children to enjoy energetic play each day.

Inspection judgements

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

Good relationships with parents are forged from the outset, so that the childminder can offer a service tailored to their needs. This ensures an inclusive service is provided. The childminder obtains details about the children's care needs, interests and routines to make sure they get the support they need to make good progress. Parents are provided with written, daily information about their children's day so that they are encouraged to be involved in their care and learning. Children are helped to settle quickly as the childminder introduces routines, which encourage their sense of belonging. This is demonstrated as they recognise the need to tidy up together before moving on to a new activity.

The learning programme takes the lead from the children's time in pre-school. The childminder successfully tailors activities, according to the individual children's developmental stages. She extends and consolidates their learning as she helps them make links; children roll up their pictures to make telescopes and talk enthusiastically with the childminder about an associated story and theme they have experienced at pre-school. The children demonstrate a positive approach to learning as they negotiate with their peers to find the picture and letter card associated with the initial sound of their name and those of other familiar people. Their language skills are developing well and they confidently ask questions and give opinions, such as when enquiring about the adults' fears of spiders and their own preference to smaller spiders. They begin to use some number names and number language accurately in their play, but their access to number labels and games to develop this further are limited.

The indoor learning environment is interesting to the children and suitably resourced and they readily and confidently make choices and develop their own play. They access

dressing-up clothes and begin to dress themselves. They ask the childminder for help when they require it, demonstrating their increasing independence and self-care skills in readiness for school. When choosing the 'princess shoes' they recognise the dangers of wearing them on the wooden floor so keep themselves safe by using the carpeted floor in the adjoining room.

The childminder supports children to learn to handle tools safely and to develop their skills to cut using scissors and to hold pencils and crayons to make controlled marks. They have opportunities to use local parkland when on the way home from the pre-school they attend. They use the indoor environment for activities, such as movement to music, which encourages their confidence in moving in a variety of ways. However, there is scope to improve children's access to the well-resourced garden to enjoy further energetic play and games.

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

Children enjoy their time in the setting and make good relationships with the childminder and their peers. The childminder involves herself in children's play at appropriate times and successfully includes all children in the activities. Opportunities are provided for children to develop their independence and social skills. The children enjoy sitting together to eat their lunch and competently feed themselves their, self-chosen, beans on toast. They giggle as they talk and share familiar songs they have learnt at pre-school. They demonstrate their comfort in the setting as they follow appropriate, newly learnt, personal hygiene routines. They recognise the need to wash their hands before eating and after handling the pets, discussing the reasons for this to keep themselves healthy.

New children settle easily into the setting because the childminder has good procedures to find out their preferences and routines. She recognises the benefits of finding ways to develop effective relationships with parents. She reassures children as she talks to them about home and explains what is going to happen next, for instance when it is approaching the time to get ready to collect their siblings from school. She supports children to understand and explore their own feelings and to begin to understand the effect their behaviour has on others, helping them to label their emotions. Children are eager to share, such as when they find dressing up clothes for their playmates. They eagerly seek out others to join in their activities. The childminder is fair and consistent and children respond favourably to the boundaries provided.

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

The childminder is making an encouraging start to her childminding career. She has prepared and organised herself well and has established effective procedures to underpin her service. She is experienced in the social care field of work and has a good understanding of her responsibility to keep children safe from harm. There are comprehensive safeguarding procedures in place, which show how children's welfare is prioritised. The childminder maintains a safe environment through the use of documented risk assessments, this ensures that identified hazards in the property are minimised and

allows children to move around the premises in comfort. She meets all regulatory requirements, such as, documenting accidents and maintaining a register of children's attendance.

The home is well maintained and is organised in a child-friendly manner to provide a stimulating area for young children to play. The childminder has only recently started caring for a child in the early years age group, but has been maintaining development records for older, school-age children to hone her systems in readiness. Her initial observations of early years children's development successfully focus on the prime areas of learning to ensure they make a good start.

The childminder's systems for self-evaluation are developing well. She has plans for future development of her garden to improve children's experiences in this area. Parent questionnaires are in place to gather their views about the setting and to contribute to the ongoing development of the service. The childminder demonstrates a firm understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. She combines her childminding with her work as an assistant at the local pre-school. This allows her to effectively monitor the development of children attending both provisions, liaising first-hand with the adults working with them to promote consistency in their care and education.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. 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 inspected again within 12 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	EY422636
Local authority	Warrington
Inspection number	883131
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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