

Inspection date

Previous inspection date

25/09/2012

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

- The childminder is competent at helping children develop their communication and language skills and helping them build on their vocabulary and make sentences.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. The activities children take part in encourage a healthy and active lifestyle. The childminder carefully assesses and minimises risks to the premises.
- The childminder makes accurate assessments of children's learning and development, so they make good progress. Individual plans are in place for each child with a strong focus on the prime areas of learning.
- Children are settled, happy and keen to learn. They feel safe and secure with the childminder who provides a caring, child-friendly environment where children have familiar and consistent routines.

It is not yet outstanding because

- Opportunities for the children to play co-operative games have not been fully embraced
- Opportunities for the children to make meaningful connections in their learning have not been fully introduced.

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 the playroom.
- The inspector held discussions with the two childminders.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, the childminder's self-evaluation form.

Inspector

Kath Harding

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and three children aged six, four and one year in Chester. The whole of the ground floor is used for childminding together with an upstairs bathroom and bedroom. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet rabbit.

The childminder works with a co-childminder. There are eight children on roll, five of whom, are in the Early Years Foundation Stage. She is registered on the Early Years

Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of 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:

- extend opportunities for children to play alongside others and play co-operative games
- encourage children to make further connections in their learning by extending activities, such as when making animal models with the play dough.

Inspection judgements

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

The childminder has a good knowledge of the seven areas of learning and provides a varied range of activities and experiences that interest the children and capture their attention. She has a good knowledge of how to promote the learning and development of young children and fully recognises the importance of learning through play. Children are supported to have the key skills needed for the next steps in their learning. They are encouraged to develop their independence as the younger children feed themselves and school aged children learn about the routines of school.

The childminder provides a range of activities so that children engage in a wide range of physical activities both indoors and outdoors. For example, they go for walks around the local area, thread beads onto string and use the large equipment at the parks. They explore, prod, roll and squeeze the play dough and use rolling pins and cutters to help develop their fine motor skills. They turn the play dough into different animals, such as snakes and snails but the childminder does not fully extend their thinking by encouraging them to make connections in their learning, by offering stories or songs about these animals. Children's language development is well promoted as the childminder talks through her actions and sings rhymes, so encouraging children to repeat vocabulary and phrases. As they all start to sing 'Twinkle Twinkle Little Star' the children continue with the rhyme on their own. Children are beginning to understand more complex sentences as the childminder asks them to tidy away the balls before they have snack time. They are also able to anticipate routines as the childminder explains what happens next. As they look at books together the childminder reads the story and points out all the family members. The children repeat the individual words, grandma, sister, brother, so talking about family composition. As two children want the same train the childminder encourages them to share and not snatch. She uses lots of praise and encouragement with children, so raising their self-esteem and self-confidence. They learn about how things work as they operate the fastener on the booster chair and learn about quantity as the childminder talks about

lots of crayons.

The childminder is able to clearly identify what the children in her care are able to do but as yet, has not implemented the progress check for children. All children are mostly working comfortably within the typical range of development expected for their age. The childminder completes regular observations and assessments on the children and uses these effectively to plan suitably challenging activities to ensure children make good progress in their learning and development. Children's starting points, observations and assessments are recorded in their learning journeys which parents are able to access and add their comments to if they wish.

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

Children are happy and quietly confident as they explore the environment which supports their all-round development. They form secure attachments to the childminder who promotes their emotional well-being and independence well. They freely approach the childminder, climb onto her lap and ask her to read a story. She spends time with each child individually throughout the day so children feel they are special and valued. Children are beginning to understand about acceptable behaviour as they are reminded to share the toys and resources. They are reminded not to dance on the toys as they will break, so helping them to learn about respect and appropriate behaviour. They are beginning to understand about playing co-operative games but further opportunities to encourage children to play together to help their social development are not always explored fully.

Children adopt good personal hygiene routines as they wash their hands. The childminder sings a rhyme about cleaning faces and hands, so promoting good hygienic practices. Children are encouraged to eat home cooked, healthy meals and snacks. The childminder adapts menus to take into account individual dietary requirements. She ensures that children go for daily walks, so they benefit from the fresh air and exercise this provides. They can play and explore as they take regular trips to the large play equipment at the local park, so gaining an understanding of the need for physical exercise. The childminder takes the children on regular outings to soft play areas, rhyme time and the library. This helps children to develop confidence, independence and social skills. This helps them to prepare for the next stage in their life, such as attendance at another setting.

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

The childminder has a good commitment to improving her service through accessing training and has a plan of the courses she wishes to attend. Her thorough self-evaluation of the setting, includes an accurate and clear plan of how she intends to make improvements, such as making the outdoor area safe and how she has already implemented some improvements since registration, which have enhanced her service.

The childminder has a good knowledge of the safeguarding and welfare requirements and children's safety is well promoted. She has attended a safeguarding course and has a good knowledge of child protection issues. She is aware of reporting procedures and

conducts regular risk assessments for the different areas of the house that the children use. Children also complete their own mini risk assessments linked into specific activities, such as using scissors. The setting is child-friendly, warm and welcoming. The childminder has a good understanding of the learning and development requirements and has spent time familiarising herself with the new revised framework, so she can accurately assess the educational programme.

The childminder has good relationships with parents. Information is sought from parents regarding their child's routine, individual care needs and particular preferences and interests, so the childminder can provide consistent care for each child. She regularly shares information about their child's day via a daily chat book. She sends home newsletters and e-mails information to parents to ensure they are kept up-to-date with the forthcoming activities for the children. She regularly consults with parents to ask for their opinions to ensure she is meeting the individual needs of the children attending.

Continuity in children's care is well promoted as the childminder develops good relationships with other providers delivering the Early Years Foundation Stage. Partnerships with external agencies are sought in conjunction with parents to secure appropriate interventions, so children receive the support they need.

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	EY443633
Local authority	Cheshire West and Chester
Inspection number	790056
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	8
Number of children on roll	8
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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