

Inspection date

Previous inspection date

07/05/2014

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 has a good understanding of the Early Years Foundation Stage and uses this knowledge effectively to engage and teach children. This supports children's learning and development needs. Children make good progress towards the early learning goals.
- Leadership and management are strong. The childminder is committed to making ongoing improvements through self-evaluative practices.
- The childminder has a secure knowledge of effective safeguarding procedures. Training is regularly attended to refresh her knowledge and develop her practice further.
- The childminder is fully committed to working in partnership with parents and other professionals, in order to support children's individual needs.

It is not yet outstanding because

- The childminder is building her partnerships with other providers as children move between different settings.
- Processes to support children during times of transition are still emerging as the childminder has not had the opportunity to support them through their transition.

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 and children at play throughout the inspection.
- The inspector spoke with children and the childminder throughout the inspection. The views of parents were collated from parents' questionnaires.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the childminder.
- The inspector checked evidence of qualifications and suitability of the childminder and all adults in the household. The inspector discussed the childminder's self-evaluation plans.

Inspector

Elisia Lee

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child who is one-year-old, in the Cheadle area of Cheshire. The whole of the ground floor of the property is used for childminding with a designated playroom. There is an enclosed garden for outdoor play. The childminder attends a local toddler group and the local children's centre. She visits the shops and park on a regular basis. The childminder is able to take and collect children from local schools and pre-schools. There are currently five children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop further partnerships with other professionals, in order to support children's learning and to have a shared understanding of children's achievement during times of transition
- enhance transition procedures, so that consistent information can be shared with all carers to ensure that children's needs are well met.

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 Early Years Foundation Stage and plans a range of activities, which are based on children's developmental stage and interests. Educational programmes cover the seven areas of learning and offer a breadth of quality learning experiences. As a result, children effectively gain the necessary skills in readiness for school. Regular observations are undertaken on children as they play. This allows the childminder to clearly identify children's developmental stage and plan for the next steps in their learning. There are detailed assessment and tracking documents in place, which support the childminder in identifying any gaps in children's learning. Children are inquisitive and engaged in learning, as planned activities offer challenge and interest for them. For example, children explore sensory play in the outdoors by making patterns and marks in foam. The childminder role models, poses questions, encourages children to smell the foam and discusses how the foam changes shape. As a result, children are making good progress.

Teaching and learning is purposeful and developmentally appropriate. The childminder

verbalises with children throughout the day, providing a running commentary. This helps children to feel settled and secure. Children freely access resources and initiate their own play. For example, children make requests for a particular book at story time. The childminder supports learning through posing questions, asking children to identify different characters in the book and role modelling appropriate language. This promotes early language skills as children enjoy making different animal sounds as they identify different animals in the story book. The childminder role models resources to support children's understanding. For example, she models how to use a pretend lawn mower on the grass in the outdoor area. Children observe and then enjoy walking up and down to 'mow the grass'. Learning is extended as the childminder poses age-appropriate challenges for children. For example, she encourages children to attempt to put their shoes on before going outside. As a result, the impact of teaching on children's progress is good.

There are good partnerships in place with parents. The childminder offers a gradual admission process, which allows children and parents to attend for varying lengths of time. This allows positive partnerships to flourish and gives the opportunity for parents to discuss their child's needs. The childminder operates a daily diary and ensures that she communicates with parents on a daily basis. Parents are invited to be part of the assessment process through contributing to the baseline assessment, the progress check at age two and by undertaking observations at home. The childminder ensures that these observations are taken into account when she is assessing children's needs. This gives a holistic view on the progress that children make. Parents are involved in home learning as the childminder keeps them fully informed of future planned topics. This allows parents to further enhance children's learning at home. The views of parents are welcomed and the childminder sends out regular parents' questionnaires. Parents' responses in the questionnaires include, 'my child is always happy, we can tell they have a lovely relationship with you' and 'you provide a happy, safe and caring environment'.

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

The childminder builds positive relationships with children and secure attachments are in place. Children are settled and happy within the environment. For example, they enjoy sitting closely to the childminder as she reads their favourite book. The quality of care for children is good as daily verbal feedback is undertaken with parents. This allows the childminder to understand a child's needs on a daily basis. For example, if children require to sleep at different times of the day. The childminder is a positive role model and interacts with children on their level. For example, she sits with children on the floor, joins in with their play, supports them to initiate their own play and role models how to use resources. Children's emotional well-being is supported as the childminder is very caring and nurturing towards them, as a result they often make requests for her to join them in their play. Positive behaviour is appropriately encouraged through role modelling and giving children consistent praise when they have completed personal achievements. For example, she praises a child for using the bathroom independently.

The childminder fully understands the importance of risk assessment and risk management. Daily safety sweeps are undertaken to minimise risks for children. For

example, the childminder checks that the outdoor area is safe by assessing if gates are secure, surfaces are clean and stagnant water has not collected. In addition, during outings, the childminder ensures she carries photograph cards of all the children, in case they may get split up. The childminder has effective procedures in place, which support safety. For example, a visitors' book is in use and visitors' identification is checked. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations. Children's independence is supported. For example, children are encouraged to wash their hands before snack, access tissues independently and initiate their own play. There are a range of age-appropriate resources available for children, which enhance their learning. The environment has multiple displays, which incorporate children's artwork and meaningful text.

Children learn about healthy lifestyles through daily access to the outdoor area, walking to school each day to collect older children and regular walks in the local environment. For example, children visit regular toddler groups and sessions at the local children's centre. This develops children's social skills as they play with a wider circle of children. The outdoor area is well used and offers a range of activities for children to enjoy while supporting their physical development. The childminder prepares home-cooked food each day. Menus always include a variety of fruit and vegetables and she encourages children to try different foods and flavours. All dietary requirements are discussed with parents prior to children starting. The childminder supports children through change well. For example, she supports children to prepare for going on an aeroplane by organising a trip to the airport. The childminder has not yet supported children with transitions as this is her first inspection. Therefore, transition procedures have not had the opportunity to be well established and are still emerging. This is important to ensure that appropriate information is shared between carers, so that all carers can effectively support children's needs.

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

The childminder has a comprehensive knowledge of safeguarding procedures and is fully aware of the appropriate authorities to contact should she be concerned about a child's welfare. She ensures that she regularly attends child protection training to refresh her knowledge. The childminder has good safeguarding practices in place. For example, she ensures that she documents emergency contacts for children if parents are unable to collect them. Children are well supervised, consequently, they are suitably protected. For example, the childminder ensures that children are kept safe while on outings by using walking reins. In addition, the childminder keeps thorough records of attendance, accidents and administration of medication. These procedures help to further protect children and promote their welfare. The childminder and all adults living in the household have had appropriate suitability checks undertaken.

The childminder has a good knowledge of how to support children in their learning and development. She plays with children at their level, follows their interests and provides age-appropriate activities, which motivate and interest children. The childminder monitors children's development and in turn, the effectiveness of her practice, by regularly

reviewing children's achievements. This means that any gaps in children's learning are identified, so that effective support can be put into place. The childminder reflects on activities and she is able to identify how she will enhance and develop them to support learning further. The childminder is keen to continue with her professional development and attends regular training. For example, she has recently attended courses on observation, assessment and planning, equality and diversity and welcoming children who have special educational needs and/or disabilities. Attending training allows the childminder to keep updated on new information; the impact of this being that children's learning is enhanced.

The childminder uses self-evaluative practice to identify areas of strength and weakness. She is pro-active in addressing areas that require further development. For example, she has recently purchased a range of dressing-up clothes from other cultures. This supports children's understanding of the wider world. Good partnerships are in place. For example, the childminder liaises with other childminders when she attends the children's centre and receives support from the local authority advisor. There is scope to further develop partnerships with other providers, in order to support children's needs. For example, during times when children experience transitions. Strong partnerships are in place with parents. There are purposeful methods of communication in use, which values the contribution of parents in a child's learning. These partnerships enhance all aspects of children's individual needs.

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	EY448765
Local authority	Stockport
Inspection number	901804
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
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, 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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