

Inspection date

Previous inspection date

06/08/2013

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 high expectations of children based on accurate assessment and planning using her secure knowledge of the Early Years Foundation Stage which ensures children are engaged and interested in the wide variety of activities on offer both indoors and outdoors.
- Children are supported in their acquisition of communication and language skills and in their physical, social and emotional development, which ensures they have the key skills needed to make good progress towards the early learning goals.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the routine daily to ensure children are kept safe.
- The childminder forms good relationships with children, which helps them to secure their emotional attachment and promotes well-being and independence.

It is not yet outstanding because

- Although the childminder has written a self-evaluation which is taken from her own views, it does not routinely take into account the views of parents and children.
- There is scope to improve the outdoor environment further in order to build on children's curiosity and interest of the natural world and living things.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed the interaction between the childminder and the child present.
- The inspector checked a range of documentation including developmental records and risk assessments.
- The inspector viewed the range of resources available.
- The inspector toured the areas that are used for childminding.

Inspector

Lisa Maidment

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children aged ten and seven years in a house in the Romiley area of Stockport. The whole of the ground floor of the childminder's house is used for childminding. There is an enclosed rear garden available for outside play.

The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and two guinea pigs. The childminder currently has three children on roll in the early years range and offers care to children over five to 11 years. The childminder offers care for children each weekday from 7.30am to 6pm, all year round.

What the setting needs to do to improve further

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

- enhance the use of the outdoor area to give children greater opportunities to investigate the natural world and living things
- use the views of parents and children more effectively to inform the plans for improvement, so that the drive to improve is strengthened and practice is clearly targeted to help children reach the highest levels of achievement.

Inspection judgements

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

Children have good opportunities to explore and learn through the childminder having a thorough understanding of the Early Years Foundation Stage. Teaching is comprehensive because the childminder has a good knowledge of the seven areas of learning and how children learn. She provides a welcoming and relaxed environment where children feel secure. The childminder offers a bright, stimulating environment in both the indoor and outdoor areas where children are able to self-choose purposeful and developmentally age-appropriate resources. Children love to play outdoors and the activities are effectively set out to make the most of the space available. For example, children thoroughly enjoy experimenting with shaving foam and different textures, or playing with dinosaurs to create imaginative places on the patio area. They climb the climbing frame and sit and make marks on the chalkboard in the den at the top before sliding down and playing on the swing below where the childminder sings songs and counts with them. They prepare

'tasteful' dishes in the playhouse with play dough and 'sell' them to their friends. The childminder recognises when they are absorbed in play and when the opportunity arises, she comes alongside them to extend their play and learning. She encourages them to develop positive relationships with other children and communicates with them to ensure effective partnerships.

A range of other resources and games is available inside. Children enjoy baking alongside the childminder as she has a smaller kitchen set up in her own kitchen enabling them to play alongside while she prepares healthy snacks and meals. They can make their own pizzas or sandwiches, compare ingredients and look at volume or capacity in a practical way. Children are able to access a vast selection of books in the playroom where they can sit comfortably on beanbags to read and gain knowledge. They have superb opportunities to choose from the varied selection of dressing-up clothes and imagine they are a fireman or princess, or contribute to the wall displays with paints and pens.

Allowing the children to be fully involved enables them to make good progress towards the early learning goals. This encourages them to become skilful and motivated and have a positive attitude towards future learning and the move onto school. The childminder pays high levels of attention to the children, knowing when to extend her questioning and teaching or leave them to develop their own understanding through play. She supports them well and enables the children to become more knowledgeable. This approach enables them to become good communicators and active learners, allowing the children to talk about what they find, think and feel. For example, the childminder encourages children to feel the shaving foam and they talk about how it feels. She repeats words and extends their vocabulary, which enhances children's communication skills as they add cereal to change the texture and describe the differences.

The achievements of children are accurately monitored and recorded, ensuring they make good progress. Starting points are identified through observations, which inform the planning of activities and events in preparation for the next steps in their early education. The childminder endeavours to involve parents actively in their children's learning and development by providing written daily diaries and records to demonstrate how children are acquiring their skills and knowledge. Regular walks to school and the shops, along with trips out to play centres and attractions with other childminders and their children encourages them to develop friendships with their peers and have a strong sense of community and belonging. Her observations and assessments of children are very good which enables her to plan for any additional challenges or support and she has the knowledge of where to seek further advice or guidance if needed.

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

The childminder knows her children well. They quickly settle and display high levels of confidence. Children feel very secure with her by seeking her out for cuddles and affection. She discusses individual needs with parents and carers before the child starts to ensure they are all met, which encourages a smooth transition into the setting. The childminder forms secure relationships with the children quickly and efficiently, building on information she has gathered from the parents. Children can feel confident knowing that

she promotes their own individual needs by being supportive to establish a safe environment. The childminder finds out about each child's individual personalities and characteristics beforehand to ensure she is able to offer familiar activities that the children will enjoy. She discusses any special requirements with parents, which confirms that she is contributing to their well-being. The childminder is very calm and confident. She speaks very easily with children and is sensitive to their needs, often pre-empting what they would like to do or eat.

The childminder promotes healthy eating and lifestyles through sensible routines. There are opportunities for children to help prepare snacks and meals alongside her and are encouraged to try out new foods and textures. There are menus in place to encourage children to choose what they would like to eat. Allergies are recorded in information from parents and the childminder acknowledges any specific dietary needs, routines and preferences making certain these are met. Easy access to the downstairs toilet enables children to become independent with toileting needs and a travel cot is provided in a quiet room for children who have a sleep throughout the day. The childminder is committed to active play by encouraging free access to the garden at all times. Children are kept safe. All exterior doors are kept secure and robust risk assessments ensure that areas, animals and resources are fit for use. Fire drills are routinely practised with children, which helps them gain understanding about keeping safe.

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

The childminder has worked hard to establish her provision. She is well organised and fully understands what is needed to achieve a high quality setting. Her good understanding of the learning and development requirements enables her to monitor the educational progress of children effectively and efficiently. Through her continuing professional development and her observation, assessment and planning, she is able to provide flexibly to meet families' needs as well as the children's learning needs.

Safeguarding is of paramount importance to the childminder. She keeps children safe efficiently and her promotion in children's welfare is extremely strong. The childminder has attended training for safeguarding and is fully aware of what she should do if she has concerns over a child's welfare and who to contact. She is also trained in paediatric first aid. The childminder is very careful who she allows into her home. She asks for identification and ensures they sign the visitor's book. Written risk assessments are very robust and daily checks are carried out for all aspects of her provision. As a result, children are kept safe from harm.

The childminder has a high level of understanding on the importance of building relationships with parents and including them in the care of their children and chats to them on a daily basis about their child's achievements and well-being. She asks them for feedback on her practice and ensures that any specific needs are promptly highlighted and addressed. The childminder ensures that all parents know how to make a complaint if needed and shares with them all policies and procedures, which make clear the standards to which she works to. The childminder has a good understanding of the importance of

liaising with other early years provisions to support continuity in children's learning. She has a very strong bond with the childminding coordinator in her area who she can speak to for advice.

The childminder undertakes evaluation of her practice, highlighting any gaps in her knowledge or provision. She is eager to continue to improve this and actively seeks out relevant training and qualifications to improve her childminding practice. Although the childminder's reflects and evaluates on her childminding provision, she does not routinely take into account the views of parents and children in order to continue to improve learning outcomes for children.

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	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 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 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	EY458205
Local authority	Stockport
Inspection number	904049
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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, 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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