

Inspection date

Previous inspection date

11/02/2014

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

- Children are happy and content with the childminder which has a positive impact on their self-confidence and emotional well-being.
- The educational programme is well planned by the childminder to cover all areas of learning and provide challenging, interesting and motivating experiences for all children. As a result, they make good progress in relation to their starting points.
- Arrangements for safeguarding children are strong and clear policies and procedures are consistently implemented, which helps to make sure children are protected from harm.
- The childminder establishes positive partnerships with parents so they can work together to support children's individual needs and promote their development.

It is not yet outstanding because

- There is scope to improve the organisation of snack times to further promote children's developing social skills.
- The stimulating environment has fewer resources which help children learn about feelings and emotions, to help them express their own feelings and learn to respond to the needs of others.

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 viewed the resources and equipment available to the children.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at a selection of documents, including children's records, policies and procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and house hold members aged over 16, and her improvement plan.

Inspector

Jean Thomas

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged one year, in a house in Great Sankey, Warrington. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, of whom all are in the early years age group and attend for a variety of sessions. The childminder operates term time only from 7.30am to 5.30pm. The childminder holds Early Years Professional status.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to develop their social skills with particular reference to the organisation of snack times to promote this aspect of learning
- extend the range of resources which help children understand and identify different emotions to help them to understand their feeling and those of others.

Inspection judgements

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

The childminder is a qualified childcare practitioner and she has a good knowledge of the Early Years Foundation Stage to support children's learning and development. The organisation of her provision effectively stimulates children's natural desire to play and learn. From a young age children are active and inquisitive learners who confidently explore and investigate their surroundings. A wide range of play materials are set out at a low-level to give children opportunities to make independent choices in their play. The children explore the box of musical instruments. They grasp and handle the instruments and with guidance from the childminder, learn how to move them to make sounds. They bang the drum, shake the bells and press the keys on the musical key board. The children become animated and excited hearing the contrasting sounds they create and move their bodies to the rhythms of the music. The childminder is aware of the children's individual interests and makes sure resources to match these are accessible. For example, children's interest in dinosaurs is supported through the provision of a selection of resources relating to these pre-historic animals. The childminder and children play at floor-level with the dinosaur figures creating a pretend environment using different fabrics. During this activity

the childminder introduces the naming of colours and shapes and comparing the different sizes of the figures. From a young age the children determine the direction of their play and confidently move away from an activity when they have completed it to their satisfaction. The younger children babble as they handle and explore the zoo animal figures. The childminder responds to their interest and names the animal and makes the corresponding animal noises. The young children make attempts to copy which is an important step in their language development. They laugh together and repeat the activity to reinforce the learning and enjoyment. The childminder purposefully involves herself in children's play and supports their learning through her guidance and encouragement.

Children's communication and language skills are very well supported by the childminder. The childminder speaks clearly for children to hear the correct pronunciation of words. She responds to their vocalisation in a lively and enthusiastic manner and talks about what she and they are doing. She successfully engages the different ages of children in a rhythm singing session by providing "props" for them to use to interpret the actions of the songs. Children obviously enjoy books. They either look at books independently or bring books to the childminder and they sit close together while she reads to them. The childminder provides a range of resources and sensory experiences to enable children to explore colour, texture and space. The children play with coloured rice and pasta. This activity gives children opportunity to be creative, make marks and patterns to develop physical skills necessary for writing, extend their language and make mathematical discoveries as they fill and empty different sized containers. The childminder adapts her questioning and language to suit the differing stages of their development. As she lifts and drops the rice into the trough she asks the children 'what does this sound like?' to encourage them to listen and sustain their attention. They eagerly respond saying it sounds like rain and they copy her actions enjoying listening to the sounds they are making.

The areas used for childminding provides plenty of clear floor space for children to play and to enjoy being active. The childminder is confident in her risk assessments to allow children to enjoy lively energetic indoor play to promote their physical development. The childminder fully embraces outdoor learning, both at her setting and through outings, in the knowledge that for many children this is the preferred learning environment. Her outdoor area is thoughtfully planned. There is a well stocked role-play kitchen where children use the natural resources to support their pretend play. She has created a comfortable area where children enjoy books and sit and talk. Resources are transferable between the indoor and outdoor environment as the children's play plans develop. The childminder makes effective use of the community facilities to broaden children's experiences and opportunities.

The childminder is knowledgeable about the individual children's stage of learning and development. She maintains individual children's records of learning. These records contain observations, in both written and photographic format, and their personal planning. Parents are fully involved with their children's learning records. They review their children's progress regularly. The childminder uses information from parents and her observations to assess the children's stage of development and to plan to support their learning and development. She accurately assesses the children's stage of learning and development. As a result, children are making good progress and are working within the typical range of development expected for their age. The childminder is aware of the need

to implement the progress check at the age of two. She works with the parents to decide the most appropriate time to complete the assessment. The childminder provides a good range of resources and plans challenging experiences to promote children's learning in all seven areas. This includes resources which can be taken home to further promote continuity and progression. Consequently, they are acquiring the skills, attitudes and dispositions they need to be ready for school.

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

Children benefit from very secure attachments with the childminder, which provide a strong foundation for their emotional well-being. She creates an environment where children feel relaxed and they have the confidence to play in an uninhibited manner. Children demonstrate through their actions that they feel settled and safe. The settling-in procedures tailored to each child's needs means that the transition between home and the childminder's care is a positive experience. During the settling-in visits information is gathered from parents about children's individual care requirements and preferences. As a result, children's individual needs are well met.

The childminder helps children manage their behaviour as she explains about sharing and being kind to each other and distracts them with other resources when necessary. She is fully aware of the need to manage behaviour at an appropriate level that is relevant to individual children's ages and stages of development and their level of understanding. However, she has fewer resources to help children understand and identify different emotions, to help them to understand their feelings and those of others. She plans opportunities for the children to play with a larger group of children through attending children's activities at other settings. Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school. The childminder involves children, from a young age, in implementing the safety procedures to develop their understanding of how to look after themselves. For example, she follows the road safety and emergency evacuation procedures for them to observe her actions. Books and play materials, which reflect positive images of diversity and the outings in the local community, helps to nurture children's respect towards people who are different to themselves.

The childminder helps children to develop an awareness of a healthy lifestyle through their daily routines. They enjoy healthy snacks and nutritious meals prepared by the childminder. Fruit and vegetables are incorporated into the daily diet. The childminder introduces children to different food tastes and they regularly visit the local farmers market to choose foods to extend their interest in healthy eating. Mealtimes are social occasions where children sit together and talk to the childminder. However, the organisation of the picnic style snack time is less effective in contributing to developing children's social skills, such as table manners. The childminder is registered with the Foods Standards Agency and follows their guidance to help safeguard children from any food related risks. The childminder teaches children to develop their self-care skills, such as the importance of washing their hands at appropriate times to prevent the spread of

infection. The positioning of a step beside the wash hand basin enables children to reach the taps and wash their hands independently. Children have good opportunities to enjoy exercise, develop their physical skills and play in the fresh air. They play in the childminders outdoor environment and enjoy outings to local parks. Children follow their natural sleep patterns and sleep in comfort when tired.

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

The childminder has a good knowledge and understanding of how to protect and safeguard children. For example, there are detailed policies and procedures in place for safeguarding and she has completed safeguarding training. She has a very secure understanding of what to do and who to contact in the event of a cause for concern. The organisational policies and procedures are shared with parents to make them fully aware of the childminders role and responsibilities. Comprehensive risk assessments are in place and daily checks of the environment and resources ensure that children are well-protected and can play and learn in a safe and secure environment. The childminder maintains a high level of supervision of children and safety measures, such as, stair gates and verification of the identification of visitors and locks on doors, help to make sure that children are kept safe. Records are maintained as legally required for children's well-being.

The childminder oversees the educational programme and ensures that it is effective so that children have access to a broad and balanced curriculum. She monitors observations and assessments and reviews children's learning records to ensure that they accurately reflect children's learning and progress. This means that the childminder can plan for children's next steps much more precisely. This is the childminder's first inspection since registration. She demonstrates her commitment to continually improve the provision. The self-evaluation system identifies clear targets for improvement, for example, plans are in place to further improve the outdoor play area. The childminder is dedicated to her role and is keen to continue to attend training to further extend and strengthen her knowledge and skills.

Partnership working with parents is successful and contributes to the good progress children are making. Parents state that they are very happy with the service and the care and education their children receive. They comment that children make good progress in their development. Parents express their appreciation of the photographs sent to them on a daily basis via text messages which show their children enjoying themselves in a wide range of activities. The childminder is aware of the need to work with other professional agencies and childcare providers if children have shared care at other settings. However, this situation has not yet arisen.

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	EY467397
Local authority	Warrington
Inspection number	935444
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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, 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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