

Inspection date	20/11/2013
Previous inspection date	26/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good. Children are provided with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- The childminder has a clear understanding of each child's individual learning and progress. This enables her to accurately plan for their future learning so that they continue to make good progress towards the early learning goals, in readiness for school when the time comes.
- Children's health and safety are a priority and appropriate safeguarding procedures are in place to protect them.

It is not yet outstanding because

- Although the childminder has effective partnerships with parents and carers, the level of information regarding children's progress at home is not extensive, and regular feedback is not obtained from parents regarding how the childminder meets children's overall needs.

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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the childminder.

Inspector

Wendy Dockerty

Full report

Information about the setting

The childminder registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 and nine years in the Woolston area of Warrington. A designated playroom is available for childminding purposes, along with a kitchen/dining room and associated facilities on the ground floor. An enclosed garden is available for outdoor play.

There are currently four children on roll, all of whom are in the early years age range. Children attend on a variety of placements. The childminder is a member of the Professional Association for Childcare and Early Years. She lives within walking distance of shops, schools and parks.

What the setting needs to do to improve further

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

- extend the partnerships with parents to ensure that children's ongoing progress at home is discussed in detail, to allow the childminder and parents to work together to support children's learning to the highest possible level.

Inspection judgements

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

Children are provided with a wide range of activities and experiences which support their development across all the areas of learning. This helps prepare them for their future learning and the move on to school. The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage and she ensures that children's individual interests and preferences are catered for. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities. Children move around freely, and independently select from the variety of resources available.

Children spend time exploring with crayons, chalk and paints, which helps to develop their mark-making skills in preparation for early writing, and they develop their fine motor control and grip as they skilfully use a paintbrush. The childminder talks to children about what they have created and older children are encouraged to write their name independently. The childminder supports pre-school children to think about the letter sounds in their name and how to form the letters on paper using a pencil. Younger children experiment with different coloured paints and they use brushes and their hands to create individual pictures. Through everyday activities children learn about colour, shape and number as the childminder asks them to choose which paint and paper they

want to use. The childminder has a wide range of resources which are readily available for the children to select from. In addition, a photograph display enables children to choose from further toys and activities, giving them continuous opportunities to make free choices. Children also enjoy using role play equipment, such as a doctor's kit, dressing up clothes and small world toys, to develop their imaginative play. The childminder plans specific activities within children's play in order to focus on their individual learning needs. Children who are developing their language and communication skills enjoy songs, rhymes and story time, in which they are learning a wide range of vocabulary and are beginning to use words to express thoughts and feelings.

Each child has a development folder which contains detailed written observations of children's progress, along with some photographs and examples of their achievements. The childminder identifies possible next steps in children's learning and plans ways in which she can support their development through enjoyable activities. As a result, children make good progress in their learning.

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

Before children start to attend at the childminder's home, she has discussions with parents regarding children's individual care needs. Individual routines and preferences are known and catered for, such as medical or dietary needs, and the childminder has a personal knowledge of each child she cares for. This helps children to make a comfortable and smooth transition from home into the childminder's care. It also ensures that children build secure attachments with her, which supports their emotional security.

Children are developing a good understanding of health and safety. They are encouraged to wash their hands before eating and after using the toilet. The childminder provides healthy and nutritious snacks and meals for children, such as fruit, sandwiches, jacket potatoes and home-cooked family meals. Children take part in regular physical exercise in the childminder's home and garden, in addition to walks in the local area and to the nearby school. Visits to playgroups and soft play centres give children opportunities to climb, run and jump, which develops their large physical skills. Children who are learning to crawl and walk are provided with further opportunities to encourage them to extend their skills.

The childminder manages children's behaviour appropriately; she reminds them to share toys and be kind to others, and explains why inappropriate behaviour is not acceptable. As a result, children's behaviour is good. Children develop an understanding of keeping themselves safe in an emergency as they practise regular fire evacuation drills, which the childminder records. Children understand that when the childminder blows the whistle they need to move to the door and wait safely. Children learn about the wider world through discussion and activities. Resources, such as books and dolls, spending time in the local community and learning about various cultural festivals, such as Chinese New Year, Diwali and Christmas, help children to understand about diversity. Children's individual needs are respected and all children have equal opportunities to access the resources and activities provided.

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

The childminder demonstrates a clear understanding of the Statutory framework for the Early Years Foundation Stage and provides children with interesting activities and experiences which promote their learning and development. She has a good understanding of safeguarding and the correct procedures to follow should she have concerns about a child's welfare. Policies and procedures are in place and are shared with parents during the admission procedure. The childminder maintains all required documentation. Relationships with parents are in place to ensure that children's care and welfare needs are known and catered for, and discussions regarding children's ongoing progress take place. Although parents have opportunities to look through their children's development folders, the level of information shared regarding children's ongoing progress at home is not extensive, which means that their learning is not promoted to the best it possibly can be.

The childminder has established effective links with other early years settings minded children attend. Ongoing verbal discussions and a daily diary mean that settings, parents and carers can work together to promote children's progress and development.

The childminder helps to protect children from harm by ensuring her home is safe, clean and well maintained. Thorough risk assessments are carried out and she uses equipment in the home and on outings to protect children from harm. For example, cupboard locks, and safety harnesses for walking are used to minimise risks to children. The childminder holds a current certificate in paediatric first aid and maintains a record of any accidents that occur. She demonstrates a commitment to continuous improvement and has completed a written self-evaluation document, which helps her to reflect on her provision for children. However, she has not identified clear areas for focused future improvements. Since the last inspection, the childminder has taken significant steps to improve her practice. The recommendations raised have all been met, for example, she has greatly improved the tracking of children's progress and development and plans for children's individual learning. She has completed an early years degree and is considering working with the local early years team to become an accredited childminder.

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	EY266921
Local authority	Warrington
Inspection number	819841
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26/08/2009
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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