

### Inspection date

Previous inspection date

21/01/2013

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

- Children are happy, confident and secure in the childminder's home. They build strong bonds with the childminder and greatly enjoy the skilled support they receive from her as they play and learn.
- The childminder is skilled at using her observations of children to identify their interests and skills and the next steps for their development. She uses this information to plan a range of activities and outings that stimulate and challenge children and support them in making good progress in all areas of learning.
- Children are enthusiastic in their play and develop a high self-esteem as the childminder follows their individual interests and treats them with a great deal of care and respect.

#### It is not yet outstanding because

- Parents are not given enough encouragement to share information about their child's learning and development at home. This reduces the effectiveness of planning to ensure that learning matches children's individual needs.
- Parents and children are not routinely invited to contribute towards the self-evaluation process.

## 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 designated playroom and conservatory.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning and development records, planning and a selection of policies and children's records.

## Inspector

Barbara Wearing

## 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 two children aged 11 months and two years, in a house in the Macclesfield area of East Cheshire. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog.

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 takes and collects children from the local

schools and pre-schools.

There are currently three children on roll, of whom, one is in the early years age group. The childminder operates Monday to Friday all year round, 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:**

- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- 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 achieve the highest levels of attainment.

### **Inspection judgements**

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

The childminder has an in-depth understanding of the children she is caring for and a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and how children learn. She makes good use of the Development Matters guidance and uses this knowledge to plan and provide activities that follow children's interests and promotes and extends their learning in all areas of their development. Therefore, children are highly engaged throughout the day and have fun as they explore and learn.

Children's good progress is clearly documented in the records that the childminder keeps of her observations of their skills and achievements. These are assessed on a weekly basis to monitor children's progress and identify next steps in their learning. Parents are invited to look at these records and the childminder regularly informs parents of their child's achievements and daily activities via text. Information is gathered from parents about their children's needs, skills and abilities when children begin at the setting. This enables parents to be involved in their children's learning and provides the childminder with starting points from which to track children's progress. However, parents are not routinely encouraged to share information about their children's learning and development at home so this is not consistently considered when planning activities.

Children are enthusiastic and busy throughout the day. They greatly enjoy the support of the childminder in their play and also benefit from opportunities to explore resources on their own. They chat to the childminder confidently. She responds to their requests, interests and questions and takes many opportunities to extend and challenge their thinking and learning. A child is particularly interested in shape, size and number. The childminder recognises this and ensures that the children have many opportunities to explore and extend their understanding of mathematics. They look at shapes together. Children ask about the shape of a block they are using as they build towers and the childminder states that it is a parallelogram. Later children ask her to draw an octagon to cut out and they find the shape to draw round. Children ask to paint and they talk about the size of the paintbrushes they are using and identify which is the biggest. Children enjoy using a range of art materials to promote their skills in expressive arts and design. They state they are painting pictures of 'mummy' and talk to the childminder about different hair colour and observe the changes as they mix paints together.

Children's large physical skills are promoted through opportunities to play on large play equipment in local parks and play centres. They enjoy regular trips to a local lake and parks where they develop an understanding of the natural world. Children have many opportunities to develop their small muscle skills. For example, they use scissors to cut out shapes and are beginning to hold crayons between their thumb and two fingers when drawing pictures and circles. The childminder plans activities and events to enable children to celebrate important events and festivals in their lives and learn about those that are important to others. Therefore, children develop an understanding of different cultures and beliefs.

The childminder is not currently caring for children who attend other early years settings or who have support from any other agencies. Nevertheless, she is aware of the importance of working closely with other early years settings or agencies in order to enhance children's learning and development.

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

Children build close bonds with the childminder. She is highly sensitive to their individual needs and they are relaxed and secure within the warm, caring and stimulating environment she creates for them. They confidently make choices in their play from the good range of toys and resources that are easily accessible to them. Children respond well to her positive strategies for managing their behaviour and develop high self-esteem. They learn to understand the needs of younger children.

The childminder ensures that children have opportunities to develop skills that will ease their transition to school. She works closely with parents to develop children's independence in their personal care and hygiene. She regularly visits groups at a local children's centre, where children have opportunities to play with other children their own age and develop their social skills. Children develop an understanding of the importance of healthy lifestyles as the childminder talks to them about healthy eating at meal and snack times and as they play in the toy kitchen. They enjoy regular opportunities to be physically

active and spend time outdoors on a daily basis.

The childminder promotes children's health and safety well. She identifies possible hazards to children and takes appropriate action to reduce the risk of accidental injury. Children learn about road safety as they walk to and from school or to the local park and are shown how to use tools, such as scissors, with care. Parents inform her of children's individual health and medical needs and these are catered for accordingly.

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

Children are safeguarded well as the childminder has a clear understanding of her responsibilities with regard to child protection. She is aware of the signs and symptoms of abuse and of when and how to refer concerns to the appropriate agency. Children's choices and opinions are valued and they become aware of their own and other's rights. Policies and procedures and comprehensive records are shared with parents and further promote children's safety and well-being.

The childminder is committed to providing a high quality provision that responds to the interests and learning styles of children she is caring for. She has effectively identified some strengths and weakness. However, parents and children are not routinely involved in contributing their ideas for improvement. Nevertheless, the childminder regularly reflects on how well she is promoting children's learning in all areas of development. As a result of this she accurately identifies areas of learning for development and takes appropriate action to improve these areas. For example, she has identified that not all children are interested in looking at the selection of books she has. Therefore, she has planned visits to the library to encourage children's interest in books and further promote their literacy skills. She updates and increases her knowledge of early years by attending regular training and through the use of the internet.

**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

<b>Unique reference number</b>	EY448379
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	810593
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4

<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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