

Inspection date	23/08/2013
Previous inspection date	24/01/2011

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

- The childminder and her assistants have positive relationships with parents and carers. Her effective information-sharing with them means the childminder has an in-depth understanding of children's care, learning and development.
- Children enjoy the time they spend outdoors looking at bugs and watching caterpillars turn into butterflies. Children make good progress in the area of understanding the world because the childminder provides children with first-hand experiences.
- Children learn about healthy lifestyles as the childminder provides them with opportunities to grow and harvest their own vegetables.
- Children are settled, happy and content because the childminder and her assistants are consistent and caring.
- Children have good language and communication as the childminder uses her knowledge of children and their family to enhance children's language and critical-thinking skills through effective questioning.

It is not yet outstanding because

- Children are at times prevented from being independently creative because the childminder provides children with pre-drawn pictures.
- There are few resources which positively reflect the multicultural and diverse society we live in.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the main playroom, dining area and the outdoor area.
- The inspector spoke with the childminder at appropriate times throughout the day.
- The inspector took account of the views of one parent on the day.

Inspector

Mary Chekired

Full Report

Information about the setting

The childminder was registered in 2010. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner, who works with her as an assistant, plus their young child in Woodsmoor, Stockport. Her home is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except, the bedrooms. Children also have access to a large and secure back garden, which is used for outdoor play.

The childminder is open Monday to Friday, 8am to 6pm. There are currently 16 children on roll, of whom 13 children are in the early years age group. She also offers care to children over five to 11 years. She works with a number of assistants at different times.

The childminder collects children from local schools and goes to several toddler groups regularly. She is a member of the Professional Association for Children and Early Years and is a quality assured network childminder.

What the setting needs to do to improve further

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

- extend opportunities for children to be independently creative for their own efforts to be valued.

- enhance resources that reflect a variety of cultures and diversity.

Inspection judgements

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

Children have enjoyable experiences in this welcoming and homely environment, where they enjoy a range of activities to promote their learning and development. Children are supported in their play by the childminder and assistants, who all have a good knowledge of how to promote the learning and development of young children. For example, the childminder asks questions to reinforce children's learning and waits patiently, allowing them time to answer. The majority of play is child-initiated and develops from children's ideas and newly found skills. For example, while outside, children slowly creep through the back of the garden and appear with sticks, which they then use as wands to turn people into frogs. The childminder joins in the activity, which extends children's learning, particularly their imaginations.

Children's personal and social skills are well met. The childminder encourages children to interact and socialise with their peers and provides opportunities for them to mix with a wider group of children at drop-in sessions. Older children support the younger children by passing them toys to play with and engaging in play with them. Children take part in creative activities, which are linked to the theme they are working on. Children's artwork can be seen around the home; however, it does not fully reflect children's own work as the childminder uses pre-drawn pictures, which means children are not always allowed to be independently creative and their own efforts valued.

The childminder and her assistants recognise and support children to enjoy and achieve. For example, while playing outside, children squealed with excitement at finding a daddy-long-legs. One of the childminder's assistants made the most of this situation by encouraging them to catch it, thereby enhancing children's learning. Children decided they would use a container with a magnifier, so they could view it more closely. The assistant's effective teaching provided children with an active opportunity to develop their knowledge and understanding of the world, which in turn, meant that children learned well.

The childminder skilfully supports children's communication skills; she talks to them about things she knows interest them and actively extends the more capable children's language through effective questioning. This enables children to express their wishes, which develops their confidence and self-esteem. The indoor and outdoor environment is rich in print, signs, posters and labels, which the childminder uses to help children understand that print carries meaning. Children are encouraged to take home books to read with their parents. Babies are offered picture books, which are developmentally appropriate to their age and stage of development. Older children enjoy taking home story books, which they look at and read with their parents. Together with other opportunities, such as encouraging children to put their own shoes on and help tidy away, this supports children in becoming ready for school.

The childminder ensures that children's starting points are documented when a child first starts through discussions with parents and via initial observations. The childminder uses a computer programme to record observations of what children do and learn, which include plans for the next steps in children's learning. Tracking children's development is robust enough to allow the childminder to plan appropriate learning activities for children, while also taking into account their interests. The childminder works well with parents by ensuring that there is a continuous two-way flow of communication. Parents are happy with the service that the childminder provides. Parents report that they are well informed of their child's development through access to the computer programme, which enabled them to see the progress their child is making. Parents were also happy that they could see a weekly menu, so they knew what their child had eaten.

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

Children are safe and secure within the setting as the childminder has effective procedures in place to identify and prevent potential hazards. The childminder ensures that she carries out a daily safety check inside and out before children arrive. Children are gaining an understanding of how to keep themselves safe; for example, the childminder stops

children running up the slide and asks them why they should use the steps instead of running up the slide. Older children know why resources that have small pieces are put high on a shelf and that they can only play with them when the babies are asleep.

Children's self-esteem is promoted through regular praise and encouragement. The childminder and assistants are warm and caring. As a result, children develop emotional attachments and feel secure in their care. These relationships are enhanced through the childminder's clear settling-in procedures, which are guided by parents' and children's individual needs. Children's behaviour is well managed, and strategies to support this are positive. They adhere to house rules, demonstrate good manners and are polite. Children get lots of fresh air and can move freely from the inside to the outdoors. They have access to a range of equipment which supports their physical development, such as bikes, slide, water and an area to dig. The childminder promotes further learning and development experiences by taking children out and about in the local community, which supports their wellbeing as well as their knowledge and understanding of the world.

Children learn about healthy eating as they grow a range of vegetables in their garden. The assistants ask effective questions about the plants and vegetables they grow in the garden, which means that children are beginning to make links between where the food they eat comes from. Self-help skills, such as allowing older children to toilet themselves and independently get a drink are encouraged. Assistants support younger children by sitting close to them while they eat and offering assistance if they need it. Children are able to choose what they would like to eat for breakfast, taking pleasure in the choices on offer, thereby developing their critical thinking. Children are encouraged to strap themselves into chairs while eating to keep themselves safe.

Children are happy and settled owing to the caring childminder and assistants. Information about routines and starting points are gained from parents when children first start, so they settle quickly. Updates are gained on a daily basis either at drop-off time or via the computer programme. The childminder has good links with the schools that children attend. The childminder provides the next setting with an early years report on each child, which covers their strengths, weaknesses and any care needs, which ensures a smooth transition.

The childminder provides low level resources, which enables children to access resources independently, which supports them to take charge of their own learning. Children have access to a range of resources that adequately cover the seven areas of learning, such as remote controls and calculators, which supports their awareness of information communication and technology. They play with different sized bears, which they use to match and count, promoting their knowledge of numbers. The childminder teaches children about diversity and other cultures, for example, by taking them on walks into the local community and celebrating cultural festivals. However, there is a lack of resources which positively reflect the multicultural society they live in to reinforce their learning.

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

The childminder has good knowledge of safeguarding procedures. The childminder and her assistants regularly attend safeguarding training, and appropriate policies and procedures are in place to guide them. The childminder makes sure she knows about each child's family circumstances, including collection arrangements. She has appropriate arrangements for children's safety during outings, such as up-to-date risk assessments and uses brightly coloured tabards so children are easy to spot.

The childminder has the confidence to ensure she monitors and evaluates any training she and her assistants may need. She belongs to a quality assured childminding network, which enables her and her assistants to obtain training. She is supported by a local authority childminding network coordinator, who monitors her regularly to help her maintain and improve the service she provides for children in her care. The childminder has a good knowledge of the learning and development requirements and ensures planning and assessment successfully identifies children's starting points, next steps and any gaps in learning.

All the childminder's policies and procedures are up to date and are available for parents to read via their unique log-in number online. The childminder has a robust recruitment procedure for the recruitment of new assistants. She follows up references and ensures that police checks are in place before they start. Assistants undertake induction training, where they meet with parents and children and are given time to read and comprehend the setting's policies and procedures, which ensures children's safety.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY409302
Local authority	Stockport
Inspection number	875390
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	16
Name of provider	
Date of previous inspection	24/01/2011
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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