

Inspection date

10/12/2012

Previous inspection date

09/09/2008

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 provides a safe, warm, welcoming environment where children feel happy and secure. They enjoy strong positive relationships with the childminder and with each other.
- Children's early language development is given high priority. They have many opportunities to develop their speech and language and extend their vocabulary through a variety of activities songs and rhymes.
- The childminder has strong proactive partnerships with parents and other early years professionals. This enables her to provide continuity of care and extend learning opportunities, so that children are well prepared for the next stage of their education.
- Children make good progress because the childminder knows and understands their starting points. She makes good observations and takes into account their likes, dislikes and needs when planning for their development.

It is not yet outstanding because

- The childminder does not use self-evaluation effectively enough to provide a targeted development plan for her setting.
- The childminder does not provide enough natural resources and materials for children to investigate.

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 scrutinised all relevant documentation, including children's learning journeys, observation, planning and assessment records and some policies and procedures.
- The inspector considered the range relevance and accessibility of resources for children within the setting.
- The inspector observed a range of activities and discussed the needs of children with the childminder.
- The inspector took account of parent's views as expressed in letters that they had left for her and in response to the childminder's questionnaires.

Inspector

Dorothy Williams

Full Report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in the Maghull area of Sefton. Her home is within walking distance of

the local shops, schools, parks and bus routes. The whole of the ground floor, with the exception of the conservatory, is used for childminding. There is a fully enclosed rear garden available for outdoor play.

The childminder has completed a variety of training, including first aid and safeguarding. She attends a local childminder network group and a variety of playgroups. She collects children from local schools and nurseries. She is a member of the National Childminding Association and has links with other early years professionals.

There are currently five children on roll, all of whom are in the early years age group. They attend for a variety of sessions. She has one school aged child, who attends one afternoon a week after school. The childminder provides care all year round 7.30am to 6.30pm, except for family holidays.

What the setting needs to do to improve further

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

- increase the range of natural materials available to the youngest children
- develop self-evaluation to include strengths, weaknesses and a targeted development plan for the setting.

Inspection judgements

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

The childminder makes effective use of her knowledge of individual children's abilities, likes and dislikes, when planning activities for children. Children make good progress because she provides a wide range of activities to support their development, capture their interests and extend their play. Resources are well maintained, easily accessible and suitable for the children's age and stage of development. Children enjoy a variety of outings within the local community. They go to music and storytelling sessions in the library, feed the ducks along the canal and visit peacocks at a nearby farm. In this way, children learn about diversity within local community and the surrounding area. Children also attend group sessions in the local children's centre, including soft play and physical activities. As a result, children's physical development is enhanced. Well-presented photographs show the enjoyment children gain from these experiences and their increasing skills, such as, bouncing, crawling, climbing and walking.

Children enjoy looking at books and choose their favourite ones to read. They snuggle up

with the childminder, who uses puppets and different voices to tell the story. As she reads, the children babble and giggle with delight. The childminder is skilled at supporting early language development and picks out words to repeat. She sings favourite songs with actions and encourages babies to join in by repeating actions and familiar words. In this way, children's vocabulary is extended and they feel confident to try new words. A particular favourite is a book about peacocks, which remind children of a recent visit to the local farm. Children show interest and delight. They squeal and giggle as they look at the pictures. Children's language is further enhanced when playing with the farm animals. For instance, they pick up a horse and make a whinny noise. The sequence is repeated with a pig, cow, dog and sheep. The childminder praises children and uses good eye contact to engage them. When babies begin to pull themselves up on the furniture as they get ready to walk, the childminder includes resources, such as, a block-trolley, baby walker and prams. She encourages the toddlers to hold tight as they take tentative steps. In this way, early walking is well developed.

Children confidently choose their own activities from easily accessible resources. Babies are beginning to play together and share toys, such as puppets and small world people. As a result of good planning and support, children are becoming confident and active learners. Children's learning journeys show good individual observation, planning and assessment. The childminder uses the local authority tracker to assess children's progress. As a result, she is able to accurately monitor their development and plan appropriately for next steps in learning. This means that children's needs are well met. The childminder is aware of the progress check for two year olds. She has discussed this with parents and health visitor and has booked on a training course to help her in completing the assessment.

Partnerships with parents are good. Parents approach the childminder with confidence and share their children's early experiences. They share comments in the daily diary and readily extend the daily activities at home. The childminder works with other professionals to support children's behaviour traits and their speech and language development. When tired, babies seek out their own comforter and crawl to the childminder. She gives cuddles and sings quiet songs. They enjoy their nap and wake refreshed. Children at the setting make good progress in relation to their starting points as a result of having their needs well met.

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

The childminder provides a warm, welcoming, safe and stimulating environment for children in her care. The rooms are well resourced and set out to meet the needs of the children. She takes time to meet parents and find out all about the children and their early experiences, including their routines, care needs, likes and dislikes. She knows when and how babies like to sleep, including individual routines, such as a favourite blanket and comforter.

The childminder manages children's behaviour well and is well supported by parents. She is consistent in her approach to routines and insists on good manners, such as saying

'please' and 'thank you'. She is a good role model to children using lots of praise and good manners at all times. As a result, children know what to expect and are well supported. They feel relaxed and enjoy their day.

Children are provided with healthy snacks, such as fruit and raw vegetables. Main meals are provided by parents. The childminder shares healthy options for meals with parents and invites their comments and input. Children are offered fresh juice or water to drink. They are learning independence by feeding themselves and sitting still in their high or low chair when eating.

The childminder has very good nappy changing routines for babies, she sings familiar counting rhymes as she changes children's nappies and washes their fingers and toes. The downstairs bathroom is very child friendly with hooks for individual towels and changing bags. Children are taken on regular outings to the local park, farm shop and library. They attend activity groups and play sessions and have free access on a daily basis to outdoor play in the enclosed rear garden. This enables children to have fresh air and healthy exercise to support their physical development.

Children are aware of visitors and seek reassurance from the childminder before sharing activities. The childminder gives daily feedback to parents and invites comments. Parents say that they are happy with the planned activities provided for their children. They make comments, such as 'my child has made good progress while being with the childminder. They have reached their expected milestones and the health visitor is pleased.' Parents praise the childminder for being caring and thoughtful in her attitude and approach. Comments show that they feel their children's needs are well met while attending the setting.

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

The childminder fully understands what she needs to do to keep children safe. She has completed all relevant training and updates her knowledge through specific courses, such as two year progress check, planning and assessment, active play and behaviour management. She has clear detailed policies and procedures in place and shares these with parents, as a result they are confident in the childminder's ability to provide for their children. Doors are kept locked and the keys hung out of reach. All visitors are checked before entering the property. Regular fire drills are carried out and evacuation procedures displayed with comments and updates. The childminder has robust risk assessments in place for her home and all planned outings to places of interest. In this way, children are kept safe when in her care.

The childminder has good knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage and delivers an effective educational programme. She plans well to support children's individual needs and development and tracks children's progress effectively. She works closely with parents and other professionals. As a result, children are confident in their own abilities, prepared well for school and are active learners. The childminder has begun to evaluate her practice. She includes parents, health

visitors and local authority officers in her reflection. She has given all parents a questionnaire. Positive comments received have enabled her to think about planning improvements for the future.

The childminder is well motivated and loves her work. She is fully committed to the children in her care and their families. As part of her future planning, she is considering reorganising her rooms to provide more space for younger children and has identified the need for more natural resources. However, she has not yet completed all areas of assessment and has not formed a targeted development plan. To enhance her professional development, the childminder has booked a place on a training course with the aim of writing a development plan for her setting.

Parents are very happy with the care their children receive while at the setting. They feel that the childminder gives children a good start on their educational journey by providing a variety of well-planned activities and outings each day. She has established links with the local school and nursery. School link books show a good rapport between settings and a consistency of approach.

The childminder has addressed all previous recommendations and has improved the quality of her provision. She demonstrates a strong capacity to improve further. Children in her care benefit from a safe, secure, inclusive and happy environment and are making good progress towards the early learning goals.

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

Unique reference number	310665
Local authority	Sefton
Inspection number	818883
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	09/09/2008
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 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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