

Inspection date

02/06/2014

Previous inspection date

16/07/2009

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 very good, as the experienced childminder offers interesting educational programmes that have depth and breadth across the seven areas of learning. As a result, children are eager to engage as the activities not only appeal to their interests but also consistently address their learning needs. This results in children making very good progress.
- The childminder is committed to safeguarding children. She has a very good understanding of her responsibilities and has supporting policies in place, which are regularly reviewed. In addition, the childminder implements effective strategies to ensure children act appropriately at all times. This ensures all children are safe and protected while in her care.
- Partnerships with parents are effective, as the childminder keeps them involved in their children's learning. As a result, parental feedback is very positive with parents feeling secure because their contributions are valued.
- The childminder has formed very secure attachments with the children in her care. This is complemented by a warm and welcoming environment, which results in children enjoying the time spent with her.

It is not yet outstanding because

- There is scope to consistently promote positive behaviour, by using clearer language, to help children fully understand behavioural expectations.

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 toured the areas used for childminding and observed activities in the indoor and outdoor areas.
- The inspector spoke with the childminder and children present at appropriate times throughout the inspection.
- The inspector sampled a range of policies and procedures, documentation and children's records and discussed improvement plans.
- The inspector considered parents' views in the form of letters provided by the childminder.

Inspector

Deborah Magee

Full report

Information about the setting

The childminder was registered in 1990 on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. She lives with her adult child and one child aged 15 years in Rainford, near Saint Helens, Merseyside. The whole of the ground floor is available, except for the downstairs bedroom. There is an enclosed garden for outside play. The upper floor is not available for childminding. There are currently three children on roll in the early years age range. The childminder walks to local schools to take and collect children. She attends the local toddler group and takes the children to the local park. The childminder has links with other settings where minded children attend. The childminder has a pet dog, goldfish, rabbit and a guinea pig, all of which are accessible to the children.

What the setting needs to do to improve further

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

- enhance children's understanding of behavioural expectations, in order to consistently promote positive behaviour, by using clearer language to help them understand.

Inspection judgements

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

The childminder demonstrates a good knowledge of how children learn and effectively plans for those in her care. She knows the children well and plans a wide range of activities that effectively meet their next steps through appealing to their interests. This results in children that are engaged, motivated and ready to learn. The activities reflect the seven areas of learning, for example, the children plant herbs and vegetables, which they will use in recipes, in order to promote healthy eating. Children effectively gain the skills they need for their future learning. They take part in a range of exciting activities in the childminder's home. The childminder also plans trips, such as to toddler groups, parks, the safari park and a wild bird centre. The childminder gains a wealth of information from the parents on entry. This allows for the children to quickly build up secure attachments with the childminder. The childminder has an effective two-way communication system with parents. Children's development files are routinely shared, consequently, parents can support their learning at home.

The childminder is very supportive of the children that she cares for. Children are supported in their communication and language development through activities, such as story time with favourite and familiar stories that they delight in. Through stories, the experienced childminder effectively addresses children's physical development and encourages them to move like the characters in the book, jumping, dancing and running.

Children are encouraged to participate in digging and planting activities and use large equipment for climbing and playing, as they make excellent use of the outdoor area.

Children are learning about the world through a range of planned and spontaneous activities. They learn about caring for living things through having access to the childminder's pets and caring for plants they have grown. The childminder routinely introduces mathematical language into playful activities. She encourages the children to count the number of batteries that are needed for a toy to work. Also she encourages children to build towers in certain colours, while counting how many blocks are used. Children learn about measure in a creative activity in which the childminder draws around them. She encourages them to make comparisons using language, such as bigger, smaller, taller and longer.

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

Children are well settled and form good relationships with the childminder and each other. They confidently explore the environment and approach the childminder when they need her help or reassurance. The childminder encourages the children to be independent as they select the toys they would like to play with. Also they are encouraged to tidy up when they are finished. The childminder effectively prepares the children for school, as she attends toddler groups and drops children off at the local pre-school, in order to prepare them for starting their school life.

The childminder supports the children to keep themselves safe by implementing rules when on their many outings. She insists on children holding her hand or the pushchair when in areas of perceived risk. The childminder explains road safety to the children and has a clear evacuation plan, which she practises with them, to help them learn about fire safety. Children access a wide range of resources, which are safe, clean and appropriate for their age. The childminder organises the environment, so the resources are accessible to the children.

The childminder effectively promotes their personal, social and emotional development through setting clear boundaries that are promoted through a clear and consistent approach. Challenging behaviour is dealt with quickly and consistently, though at times children need reminding to use positive language, such as 'not nice' rather than words, such as 'naughty'.

The childminder supports the healthy lifestyles of the children by allowing plenty of access to fresh air outdoors, both in the garden and on regular outings. She offers a healthy menu with plenty of fruit and vegetables, which the children enjoy. Children learn about good hygiene practices, as they play and learn in a clean and safe environment. Also the children follow routines, such as washing their hands after playing in the garden and before eating.

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

The childminder has an excellent understanding of the safeguarding and welfare requirements. She has attended training in first aid, child protection and food hygiene, which further safeguards the children in her care. The childminder has effective policies and procedures in place that underpin her practice and she has a good knowledge of what to look for with regards to the signs of abuse. In addition, she continually risk assesses the environment and has comprehensive documents to support this.

The childminder has a good understanding of the learning and development requirements. She effectively monitors children's progress through a combination of a tracking system and her own reflection on their progress. The childminder is able to identify her strengths and weaknesses, which feed directly into her improvement plans. Parental input into the self-evaluation process is encouraged through the use of questionnaires, though most parents opt to give feedback through letters and conversations.

Parents are very complimentary about the service and are keen to engage with the childminder. The childminder is experienced and extremely effective at liaising with teachers and pre-school settings, in order to aid transitions and offer continuity of learning and development.

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	315368
Local authority	St. Helens
Inspection number	876966
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16/07/2009
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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