

Inspection date	25/07/2014
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 progressing well because teaching is good and the childminder is knowledgeable about how children learn. She provides children with exciting and challenging play, which covers all areas of learning.
- Children's individual needs are well known. The childminder has formed close relationships with the children and their parents, which ensures children are happy, secure and settled.
- The childminder has a good understanding of the safeguarding and welfare requirements. She successfully implements policies and procedures to help keep children safe and to promote their well-being.
- Positive relationships with parents mean that children's individual needs are met and parents are well informed about all aspects of their children's development.

It is not yet outstanding because

- The childminder has not extended the selection of natural resources in her varied array of toys, to fully promote children's sensory development.

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 observed the childminder caring for and playing with the children.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
The inspector sampled children's progress records and a range of documentation, including evidence of the suitability of the adults in the household, the safeguarding policy and procedures, and accident and medication records.
- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector took account of parents' views and of the provider's self- evaluation.

Inspector

Karen Cox

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult daughters in Hunts Cross, Liverpool. The childminder is registered to work with an assistant. The whole of the ground floor is used for childminding. The family have a pet dog. There are currently six children on roll, all of whom are in the early years age range. The childminding provision operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder walks or transports children in a vehicle to local schools and play groups.

What the setting needs to do to improve further

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

- extend the range and variety of natural resources, such as shells, feathers, wooden objects, metal utensils and fabrics, so babies and young children are able to explore a range of sensory of experiences.

Inspection judgements

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

The childminder is a knowledgeable and enthusiastic practitioner. She demonstrates a good understanding of the learning and development requirements and of how children learn. As a result, children are engaged and motivated in their play. Children make good progress in their learning because of effective procedures for monitoring their development towards the early learning goals and the childminder's strong teaching. Throughout children's play, she supports their learning by modelling explaining what is happening, making suggestions and praising children for their efforts. As a result, children are supported well to develop the skills required for the next stage in their learning. Children's development is effectively recorded in learning records through a selection of photographs, notes and links to the seven areas of learning. Children's progress is carefully monitored to help them make the best progress from their starting points. Through timely and accurate observations, the childminder continues to assess what children are able to do. She uses this information to plan effectively for their next steps. The childminder understands the importance of working in partnership with parents to support children's learning. She encourages parents to be involved in their child's learning at home, and shares daily information about their child's achievements through regular discussions and sharing their learning journey file. As a result, parents are fully involved and a consistent approach to their children's learning is maintained. The childminder has built effective links with other early years providers and local schools, ensuring consistency in teaching and learning as children prepare for the next stage in their lives.

The childminder effectively supports children's acquisition of communication and language skills. She repeats words children use, introduces new words as they play and extends sentences to develop children's vocabulary further. Opportunities for children to sing and perform songs with musical instruments strengthen language even further. As a result, children's language is developing well. The childminder talks to children while they play, providing a running commentary during activities and routines. This gives meaning to what children are doing and reinforces their learning. Children effectively learn about the world around them as they explore and investigate the outdoor area, searching for insects and recording their findings. Children are encouraged to problem solve, as they calculate how many chairs are needed at the table for snack time. Mathematical development is continually promoted as the childminder talks to them about numbers, encouraging them to count as they play. This means children are developing good skills ready for the next stage in their learning.

A good range of resources, such as books, puzzles, puppets and construction equipment, are stored in boxes that are easily accessible and clearly labelled to allow children to make independent choices in their play and learning. However, the range of resources available does not always routinely include natural resources and materials to develop and promote babies' and young children's sensory development even further. The childminder provides opportunities for children to engage in activities that promote their physical development. For example, they enjoy playing hopscotch and climbing through tunnels. Children have good opportunities to practice their mark making. There is a range of tools for children to draw with, such as chalk and pencils. As a result, children learn to hold a pencil correctly from a young age. Children's early literacy development is supported well through the good selection of books they have access to. Children learn that print carries meaning through signs and labels around the setting. This supports young children's literacy development even further and helps prepare them for school.

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

Children settle particularly well because the childminder takes time to find out about their preferences, needs and routines. For example, information gained from parents is recorded at the time of registration, to ensure that specific needs and allergies are known and are accurately met. This enables the childminder to offer care that is consistent, so children make a smooth transition from their home into the childminder's setting with ease. Children are clearly comfortable in the childminder's home, approaching her confidently to ask for help. This means that children are forming strong emotional attachments, and feel safe and secure in her care. The childminder takes time to talk and listen to the children, building their self-esteem and making them feel special. As a result, children demonstrate independence and confidence as they explore the environment. The childminder helps children become socially confident with opportunities to mix with others at different local activities, which helps children become emotionally ready for the next stages in their learning and for school.

The childminder gives high priority to children's safety and continually ensures that risks to children are minimised. The childminder has a good knowledge and understanding of how to keep children safe. She undertakes regular risk assessments to ensure the safety of the

premises at all times. This means that children are able to play in a safe and secure environment. The childminder is able to recognise the signs and symptoms of potential abuse, and knows how to report these. This means that she is able to take appropriate action to protect children in her care. The childminder is a good role model for children because she is calm and polite. For example, she clearly explains why they need to tidy the toys away and does this with them. This helps the children to develop positive behavioural skills and, as a result, children are beginning to understand the rules of the setting.

The childminder demonstrates a good understanding of children's health and well-being. Children are provided with a variety of balanced and healthy snacks and meals, which increases children's understanding of the importance of a healthy diet and lifestyle. Children learn about healthy food options, as they make pizzas for their lunch, describing and discussing the toppings that they choose. These fun and practical healthy eating activities reinforce children's understanding and support them to develop good habits for the future. Children are developing their self-care skills, washing their own hands and faces, and putting on their shoes for outdoor play, which increases their independence.

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

The childminder demonstrates that she has a good understanding of her responsibilities to meet the Early Years Foundation Stage. She has a range of policies and procedures in place to support her practice, which includes the safe use of mobile phones and cameras. The childminder is confident in what action she must take to protect children if she has concerns about a child's welfare. All adults in the household have undergone relevant vetting and checking procedures to ensure children's safety. This means that she is aware of her role and responsibilities to protect children's welfare. The environment is safe and secure, and the childminder carries out daily checks to minimise risks. Regular fire drills are carried out and child-friendly posters describe evacuation routes. Consequently, children are knowledgeable regarding safety, particularly in the event of a fire. Appropriate records regarding accidents are kept and parents are informed. Children's health and safety are effectively maintained through the childminder's policies, procedures and training. For example, she has completed a first-aid training course to ensure children's well-being is addressed at all times.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She regularly undertakes written observations and assessments, planning for the next steps in children's learning. She tracks children's progress using current guidance and shares this information with parents, so they are aware of their child's stage of development. The childminder oversees the educational programme and ensures it is effective, so that children have access to a broad and balanced curriculum that covers all seven areas of learning. This enables her to quickly identify gaps in children's learning and plan appropriate activities to support them, and seek advice and intervention from external professionals if necessary. As a result, children's individual needs are effectively met. When the childminder works with her assistant, she share ideas, holds regular dialogues, and monitors practice to ensure that

children consistently receive the best possible care.

Documentation is well organised and readily available for inspection. The childminder has completed a thorough self-evaluation, reflecting on ways to improve the service that she provides. She has considered her strengths and areas of practice that she would like to develop further, and is committed to attending training to support her achievement of this. The childminder has successfully addressed the recommendations raised at the last inspection, therefore promoting positive learning outcomes for children. For example, she has developed her observation and assessment process and successfully uses this information to plan next steps in children's learning. As a result, children are motivated and engaged in their learning. To enhance her practice, she regularly meets with other experienced childminders and seeks support from the local authority, when necessary. Together, they share good practice, planning ideas and experiences. Partnerships with parents are well established. This ensures that children's development is effectively enhanced, while meeting their needs and supporting smooth transitions to other settings and school. Parents speak highly of the care given and say they feel the setting is a real 'home from home'. They report that the children are making very good progress and comment that they are extremely satisfied. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance children's learning opportunities.

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	322156
Local authority	Knowsley
Inspection number	868757
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	09/12/2008
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, 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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