

Inspection date	07/03/2014
Previous inspection date	01/12/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is outstanding because the childminder has an exceptional awareness of how young children learn and develop. She provides an excellent range of activities for the children. As a result, they are eager to learn and make rapid progress in their learning and development.
- The childminder places a very high priority on supporting children's personal, social and emotional development. She is exceptionally caring, sensitive and skilled in helping children to form secure emotional attachments. This enables children to develop high levels of self-confidence and independence, and nurtures their overall well-being.
- Excellent partnerships with parents and other professionals ensure that children's individual needs are exceptionally well met.
- The childminder has an excellent knowledge of the safeguarding and welfare requirements. Consequently, children remain exceedingly safe and secure while in her care.
- This highly motivated and inspirational childminder continually updates her own professional development by attending numerous training courses and evaluating her practice, taking into account the views of parents and children. As a result, she has a strong capacity to improve this already outstanding setting.

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 considered all areas of the home used for childminding.
- The inspector looked at a selection of policies and procedures, including safeguarding and risk assessments.
- The inspector carried out a joint observation with the childminder and discussed children's learning and development.
- The inspector talked to the children, co-childminder and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector checked evidence of suitability and qualifications of the childminder and co-childminder and their self-evaluation form.
- The inspector took account of the views of parents by reading a number of comments on questionnaires and letters given to the childminder.

Inspector

Dorothy Williams

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 partner, who is also a registered childminder, and two adult children in a house in a suburb of Liverpool. The whole of the ground floor, first floor bathroom and rear garden of the house are used for childminding. The family has a dog and pigeons as pets. The childminder visits the shops and local parks on a regular basis. She collects children from the local schools and pre-schools. There are currently 12 children on roll, seven of these are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3, and is an accredited childminder with the local authority.

What the setting needs to do to improve further

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

- enhance the already outstanding practice by extending the tracking system even further, so that more specific data is consistently collected and used to ensure continuity of progression for children as they move on to the next stage in their education.

Inspection judgements

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

The quality of teaching is excellent. This well qualified childminder has a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has very high expectations of herself and of the children in her care. She has an excellent understanding of how to support young children to achieve the best they can, given their age.

Children thoroughly enjoy their time with this calm, enthusiastic and dedicated childminder, who provides an excellent range of activities and experiences both indoors and outside, to support their interests and enhance their skills. The learning environment is inspirational and allows children to use their senses and imagination when engaging in activities. As a result, children are confident and independent learners.

The childminder recognises and celebrates the uniqueness of children in her care. She establishes superb bonds straight away by extending settling-in sessions and forming excellent relationships with parents. She collects a great deal of information about all aspects of children's learning and development and expertly uses this information to accurately assess their starting points. She carries out regular observations and precise assessments and uses these to effectively plan for the next steps in learning. The

childminder completes the progress check at age two years, and provides regular comprehensive and informative summative assessments for parents. As a result, any gaps in children's learning and development are quickly identified and addressed through early intervention and support. The childminder has excellent strategies for engaging parents in their child's learning. She values their role as first educators and regularly shares children's progress and achievements using daily sheets, face to face meetings and attending sessions with other professionals. As a result, children are exceptionally well supported and make rapid progress toward the early learning goals.

The childminder expertly joins in children's activities and shows a superb ability to engage with them as they play. Through careful planning she is able to support children's individual learning styles. For example, she supports babies to build towers with blocks, plays games such as peepo, and sings familiar songs and rhymes to encourage early language skills. Children readily clap and giggle as they play together they give good eye contact and engage in repetitive activities with interest. The childminder gives very high priority the development of early language and communication skills. She uses a variety of methods to support this area of learning and has completed training in Building Blocks for Communication and Communication Friendly Spaces. She uses her training to excellent effect skilfully interpreting early words and sounds for babbling babies. These interventions are highly successful and, as a result, children's language skills are rapidly improving.

Children love books and select their favourite stories from a well-stocked book basket. The childminder is a superb storyteller using different voices and sounds to retell familiar stories and enhance children's interest. Children readily join in and laugh together as they read. Children are highly motivated to learn. They thoroughly enjoy their play and are fully involved in all activities. They readily engage in dressing up and putting on coats and shoes for outdoor play. Children develop their understanding of the world through imagination and investigation of the wonderful garden area and through visits within local community. Children extend their play outdoors and have ample opportunity to grow vegetables, and plant bulbs and seeds. They observe the birds as they make nests and seek out hedgehogs and frogs in the habitat provided by the wildlife area. Children use problem solving and maths skills as they decide how and where to plant, count bulbs and seeds and measure the growing vegetables. A dark den provides opportunities to use torches and investigate light sources. Due to the excellent range of activities and learning opportunities available to children, they are exceptionally well prepared for school.

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

Children settle quickly because the childminder takes time to get to know the children and their families before they begin. She forms excellent working relationships with parents and ensures that she has an extremely good understanding of children's individual care needs and routines. The childminder and her co-childminder operate a Key Person system each having responsibility for designated children, as a result, children form strong attachments with the childminders which supports their emotional well-being exceptionally well. The co-childminders expertly support children with special educational needs and/or disabilities and have made suitable adaptations to their home to accommodate and include

all children. Children's behaviour is exemplary because the childminder is an excellent role model. She has basic house rules, such as 'Be Happy, Be Superheroes, Be Safe and Be Nice'. The rules are enhanced by photographs and children's writing including comments, such as have fun, take risks, respect others and use good manners. The childminder uses positive praise and acknowledges children's achievements, consequently, they are confident, independent and self-assured individuals. The playrooms are very well set out and are extremely interesting and stimulating for all children. One room is designated for babies and toddlers and another for older pre-school children. The outside area is truly inspiring for all ages and extends all areas of learning to the outdoor environment. Children happily explore their surroundings and are able to initiate play and select from the wide range of activities and resources available.

The childminder puts very high importance on children's personal, social, and emotional development, and fully supports them to form positive relationships with others, and to become confident in social situations. She plans interesting outings to local places of interest and attends childminder group sessions as appropriate. She encourages children to share resources and to support one another during play activities. She listens as children talk about their morning at nursery, speaks calmly, gives reassurance and asks open ended questions to encourage further conversation. Therefore, children feel valued and respected.

Children develop excellent personal hygiene skills as they learn to wash their hands before eating and after using the toilet. They blow their noses and put tissues in the bin to reduce the risk of cross infection. Nappy changing and toilet training routines are very well embedded. Children have a superb understanding of healthy lifestyles because the childminder provides a range of healthy and nutritious snacks and meals. She ensures that a range of fruit, raw vegetables and home-made meals are available daily. Menus are seasonal and shared with parents. Milk and water are available for children throughout the day. The childminder ensures that children with medical needs are well cared for as she has care plans and in depth medical records in place. Children have ample opportunity for physical exercise as they have daily access to outdoor play in the well-resourced garden. They run, play ball games and ride a variety of wheeled vehicles, use climbing equipment and are well supported to take risks as they play. In this way, children develop very healthy, positive attitudes to physical activity. Children take part in regular fire drills which the childminder records. They know that when the alarm sounds they must stop and listen and follow the evacuation route carefully.

The childminder plans and collects resources to support her teaching about a variety of cultural celebrations, such as Chinese New Year, Easter, birthdays and anniversaries. This helps children to understand about equality and diversity. In this way, children are very accepting of each other and learn to value and respect similarities and differences.

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

The childminder has an excellent understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years

Foundation Stage. She has a very high regard for children's safety and cares for them in a child-centred environment. Extremely comprehensive risk assessments are in place for all areas of her home used for childminding, outings and visits. She regularly checks her resources for cleanliness and breakages. All required policies and procedures are in place, exceptionally well written, regularly reviewed and shared with parents. Policies are very well implemented and underpin this excellent provision. The childminder has an excellent knowledge and understanding of how children learn and the need to challenge and support learning and development. She plans well for individual children and regularly reviews and monitors their progress. As a result, children are highly motivated and show positive attitudes to learning.

The childminder has very strong partnerships with parents. She shares her good practice through daily sheets, discussions and regular information about outings and activities. She keeps a parents' information board in the entrance hall and displays regular updates about all aspects of her provision. Children's comprehensive Learning Journeys are available for parents to discuss at any time especially at the end of each term or on transition to another setting. In this way, parents are well informed of their children's progress and children have continuity of care. Parents' comments in questionnaires and letters are extremely positive. They feel that their children have superb role models and are looked after in a really wonderful secure home from home environment. Parents highly recommend this provision because they have excellent communication with the childminders, and are happy with their children's progress. The childminder has strong links with the local school where some of her minded children attend. She shares information with the school staff as appropriate which supports children's emotional security and ensures continued progress in learning and development.

The childminder is extremely enthusiastic, highly motivated and fully committed to her work. She has developed her excellent practice over many years and uses her expert knowledge and experience to provide high quality childcare. She constantly seeks to further her own professional development by attending an abundance of relevant training, and demonstrates a strong capacity to improve. Since the last inspection, the childminder has made immense progress in her practice. All previous recommendations have been fully met, for instance, the childminder has developed a comprehensive 'Unique Child Profile' and collects a wealth of information about each child, including permission to seek emergency treatment, before they begin. She uses this information to assess children's starting points and plan for their next steps in learning and development. Her self-evaluation is robust and takes into account the views of parents, children and other professionals. She understands her strengths and has planned for areas of improvement, such as investigating the Forest School approach to outdoor provision, and further developing her already excellent tracking profiles. The childminder works closely with her local authority network coordinator and is willing to take on board suggestions and new ideas. She continues to be innovative and inspirational in her practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	322254
Local authority	Liverpool
Inspection number	872141
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	01/12/2008
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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