

Inspection date	23/09/2013
Previous inspection date	18/01/2010

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

- Children are provided with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- Children's health and safety are a priority and appropriate safeguarding procedures are in place to protect them.
- The childminder has a clear understanding of each child's individual learning and progress. This enables her to accurately plan for their future learning so that they continue to make good progress towards the early learning goals, in readiness for school when the time comes.

It is not yet outstanding because

- Information regarding children's learning and development is not shared in extensive detail with parents. This means they do not have a thorough knowledge of the progress their children make in all areas of learning and cannot enhance children's progress at home.

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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the childminder.

Inspector

Wendy Dockerty

Full Report

Information about the setting

The childminder was registered in 2002. She lives with her husband and four children, aged 14 years, 13 years, four years and two years in the Prescott area of Knowsley, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years Register, and also the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll.

The childminder collects children from the local school and regularly attends toddler groups, libraries and other places of interest with the children. She is a member of the Professional Association for Childcare and Early Years and holds an Early Years qualification. The family have three guinea pigs as pets.

What the setting needs to do to improve further

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

- strengthen the partnerships with parents in order to enhance the depth of information shared with parents about their child's learning and development in order to enrich the planning process so that children continue to make best progress.

Inspection judgements

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

Children are provided with a wide range of activities and experiences, which support their development across all the areas of learning and which help prepare them for their future learning and the move onto school. The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage, and she ensures that children's individual interests and preferences are catered for. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities. Children move around freely and independently select from the variety of resources available.

Children begin to recognise numbers and letters in their environment as the childminder points these out as part of everyday routines. Children begin to count in order and recognise some individual letter sounds. They have opportunities for mark making with pencils, chalk and paints, and this prepares children for their move to school as they get older. Children also spend time in the local area with the childminder which develops their social skills and they learn about the world around them. Visits to the park, library and

playgroups provide further experiences for children to develop their knowledge, skills and understanding.

Children enjoy imaginative role play, such as playing with baby dolls and teddy bears; pushing dolls in the pram to the shops before putting them in their cot for a sleep. Children act out everyday scenarios, such as making tea in the play kitchen and cooking food in the oven. The childminder gathers interesting resources to enhance children's creativity such as developing a hairdressing salon where children pretend to wash, cut and comb other's hair. These play experiences enable children to develop their communication and language skills through fun and familiar scenarios. Children also access an extensive range of small world play, construction, cars and books throughout their time at the childminder's home.

The rear garden provides an exciting and well-resourced space for the children to explore and develop their physical skills. Children play imaginatively with the dinosaurs in a prehistoric scene made using natural materials of wood and bark. They enjoy splashing in water exploring which objects float and sink, which supports their understanding of early science. They also use the water to make marks on the wall, paving flags and windows with a variety of tools. This supports their small physical skills in addition to exploring mark making through various materials.

Children can climb, run and swing on the play equipment to develop their large physical skills. The childminder is continuously developing further areas to enhance children's learning. For example, she is in the process of extending the 'bug hotel' where children can search for and examine various creatures in the garden. They use magnifying glasses to look at the insects in detail and learn about the life cycles of each. Resources, such as pots, pans, spoons and colanders are being collected currently for a mud kitchen in the garden for the children to explore.

Each child has a development folder which contains detailed written observations of children's progress, along with some photographs and examples of children's achievements. The childminder identifies possible next steps in children's learning and plans ways in which she can support their development through enjoyable activities. This ensures that they make good progress. The childminder discusses children's individual needs with parents on a regular basis and tracks the progress children make during their time with her. However, there is scope to provide more detailed information to parents regarding their child's learning and development, in order to enhance the continuity between the setting and home and enrich the good learning that already takes place.

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

Before children start to attend at the childminder's home, she has discussions with parents regarding children's individual care needs. The childminder records all required information and gathers appropriate written consents from parents. Individual routines and preferences are known and catered for, such as medical or dietary needs, and the childminder has a personal knowledge of each child she cares for. This helps children to make a comfortable and smooth transition from home into the childminder's care. It also

ensures that children build secure attachments with her, which supports children's emotional security.

Children are developing a good understanding of health and safety. They are encouraged to wash their hands before eating and after using the toilet, and are provided with individual towels. The childminder provides healthy and nutritious snacks and meals for children, such as, fruit, yoghurt, cheese and sandwiches. Children take part in regular physical exercise, in the childminder's garden and walks in the local area, visits to playgroups and parks where they climb, run and slide.

The childminder manages children's behaviour appropriately, and reminds children to share toys and be kind to others. As a result, children's behaviour is good. They understand when they need to wait at the door before going to the car in order to keep themselves safe. In addition, children develop an understanding of keeping themselves safe in an emergency. They enjoyed a visit from the local fire brigade, and take part in fire evacuation drills.

Children learn about the wider world through discussion and activities. Resources, such as books and dolls, spending time in the local community and celebrating various cultural festivals, help children to learn about diversity. Children's individual needs are respected and all children have equal opportunities to access the resources and activities provided.

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

The childminder demonstrates a clear understanding of the Statutory framework for the Early Years Foundation Stage and provides children with interesting activities and experiences which promote their learning and development. She has a good understanding of the safeguarding and welfare requirements. Policies and procedures are in place and are discussed with parents. The childminder maintains all required documentation. Relationships with parents are in place to ensure that children's care and welfare needs are known and catered for well and discussions regarding children's ongoing progress take place.

Currently, there are no minded children on roll who attend other early years settings. However, the childminder demonstrates an understanding of the need to liaise with other settings in order to promote children's learning and development to full potential. This will ease the transition for children when the time comes for them to move on.

The childminder helps to protect children from harm by ensuring her home is safe, clean and well-maintained. Thorough risk assessments are carried out and she uses equipment in the home and on outings to protect children from harm. For example, safety gates and cupboard locks are used to minimise risks to children. The childminder holds a current certificate in paediatric first aid and maintains a record of any medications administered or accidents that occur. As a result, children are kept safe.

Since the last inspection, the childminder has taken significant steps to improve the

provision for children. She has met the recommendations that were raised, such as improving the observations and planning completed in order to meet children's individual needs, and she has maintained the required records and documentation. The childminder demonstrates a commitment to continuous improvement. She has completed a detailed written self-evaluation record and uses this to identify areas for development. Her targets for future improvements include keeping up-to-date with further training events, and continuing to extend the activities and resources provided.

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	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	EY101312
Local authority	Knowsley
Inspection number	819482
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	18/01/2010
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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