

Inspection date	07/08/2014
Previous inspection date	19/01/2010

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 happy and develop positive attachments with the childminder. She knows the children very well, in order to promote their individual care and learning needs.
- The childminder's calm and child-centred approach helps children to feel safe, secure and comfortable in her care.
- The childminder fully understands how to successfully support children with their learning and development. Consequently, the quality of teaching is good and this helps to ensure children make good progress towards the early learning goals.
- Strong relationships between parents and the childminder are securely embedded. As a result, they work in close partnership in order to support and effectively promote children's care and learning needs.
- The childminder understands her roles and responsibilities in meeting the safeguarding and welfare requirements, and therefore, children's safety is effectively promoted.

It is not yet outstanding because

- There is capacity to further develop the existing links with other early years providers, when the care of children is shared, in order to precisely identify children's needs and help them make the best progress possible.

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 children's interactions with the childminder during routines and through a range of both adult-led and child-initiated play experiences carried out in the lounge, kitchen and garden.

- The inspector conducted a joint observation with the childminder and held discussions with her and interacted with children at appropriate times throughout the inspection.

- The inspector looked at children's learning files, which included observation and assessment records, planning records and parent's written comments.

- The inspector looked at a selection of documents, including the safeguarding policy, self-evaluation systems, the childminder's improvement plan, risk assessments and checked evidence of qualifications and suitability of the childminder and her assistant.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and eight-year-old child in Laffak, an area of St Helens. The whole of the ground floor, the bathroom on the first floor and the garden are used for childminding. The family has a cat and dog as family pets. The childminder works with an assistant. The childminder attends a toddler group and visits local parks and areas of interest on a regular basis. She collects children from one school and local nurseries. There are currently seven children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. She has a National Vocational Qualification at level 3 in early years.

What the setting needs to do to improve further

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

- develop ways to extend further the already good links with other early years providers, where the care of children is shared, in order that information sharing helps all involved to have a wider picture of children's capabilities, so that they make the best progress possible.

Inspection judgements

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

The childminder has a secure knowledge of how children learn and develop, which enables her to deliver a good range of quality experiences to the children in her care. She understands fully the importance of working in close partnership with parents and uses the settling-in visits as opportunities to gather relevant information about children's individual needs. Her ongoing commitment in obtaining relevant information from parents is demonstrated through changes made to formal records. For example, she has updated the All about me sheets, to seek information from parents about their child's existing learning and development. She understands the importance of observing children, which in turn helps her to determine their unique learning styles, interests and individual capabilities. The good range of observation tools used by the childminder capture children's participation in a wide range of play experiences across all seven areas of learning. Furthermore, the organisation of children's learning files means that parents see how particular activities link to the different areas of learning and development in the Early Years Foundation Stage. Formal assessment records demonstrate how children make ongoing progress while in her care and the progress check for children between the ages of two and three years is completed in conjunction with parents. The childminder collates the range of observations into a learning summary, which is recorded in the children's learning files and shared with parents at regular times throughout the year. Parents add

their views to the completed summaries and they are also encouraged to add observations about their children's skills and abilities, using Wow notes stored in the daily diaries. Consequently, parents are involved in their children's learning and are kept well informed of the ongoing progress their children make during their time in the childminder's provision.

The childminder demonstrates her expertise and knowledge in planning effective play experiences as she analyses her observations on individual children to identify next steps for their learning. Therefore, children benefit from a wide range of both adult-led and child-initiated play experiences which actively promote their development across the areas of learning. She organises the resources and activities based on the developmental needs of the children who attend. As a result, children are interested and remain motivated in the good range of play experiences available. The childminder's calm and child-centred approach means that she manages the daily routines well, which are responsive to the needs of the children, giving them good opportunity to become engaged in their chosen play. She has high and realistic expectations of children and understands fully, the importance in delivering appropriate experiences based on children's observations. Consequently, her planning reflects how individual next steps in learning are carried over when necessary, if children need more time and support. As children move to school, plans are in place to share their learning file with the teacher. The childminder demonstrates a commitment in working in partnership with other early years providers in order to promote continuity of care. For example, she uses a setting-to-setting book as a tool to share information about the experiences children participate in during their time with her, including planning records. Although good links are already in place, relevant information, such as assessment records is not yet shared in order to build up a wider picture of children's capabilities, including learning which occurs when with others.

The childminder supports children's learning and development very well. She has a good knowledge of how to teach children to ensure they make good progress in her care. Children's communication and language skills are developing well because the childminder uses a good range of teaching strategies which promote their development in this area. For example, she gets down to children's level, faces them individually and speaks clearly, giving them time to process the information and respond as necessary. She knows the children very well and uses this knowledge to read books which they are familiar with and therefore contribute to, by filling in the gaps left intentionally by the childminder. She repeats sentences and instructions, which help reinforce good speaking skills. Consequently, children spell out the phonological letter sounds which make up their name when prompted. Plans are underway to enhance children's literacy skills further through the creation of story sacks where parents are encouraged to share in reading stories with their children at home. She promotes personal, social and emotional development as children interact positively with her and each other. They play well together, watching and learning from each other, alongside benefiting from teaching strategies used by the childminder. As a result, children are developing the necessary skills to support their next stage in learning.

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

Children are cared for in a warm, caring, homely environment where they feel safe and secure. They form strong, emotional attachments with the childminder, and therefore, demonstrate a good sense of belonging and emotional well-being while in her care. Consequently, children are happy, confident and eager to learn. Children of all ages appear to enjoy their time in the childminder's company and all children interact very well with family members. This is evident through the exchange of verbal and non-verbal interactions. For example, younger children enjoy sitting up close to the childminder while older children talk and joke together as they play their hand-held electronic devices. The childminder understands the importance in gathering information about children's individual care needs before they start. As a result, children settle well and benefit from a consistent approach that meets their individual needs. The childminder uses a range of communication tools with parents to help ensure they are involved in the care provided to their children. For example, she communicates through text, verbal feedback, exchange of learning summaries and daily diaries which are sufficiently detailed to include information, such as activities carried out and the quantity of food eaten each day. Consequently, parents are kept well informed about their children's personal health and care needs.

Children's good health is effectively promoted through daily routines and various activities provided by the childminder. Regular trips to the allotment provide children with first-hand experiences where they learn about the different characteristics of the natural environment. They enjoy gathering the various items of fruit and vegetables which are then prepared and eaten at different meal times. This experience provides children with further opportunities to learn through their senses as they touch, taste and smell various food. Furthermore, trips to the allotment help to empower children to taste fruits and vegetables, which they previously did not like. Active play is positively encouraged as children enjoy playing outdoors in the garden and making use of the wide range of parks and other local areas of interest. The childminder understands the importance of outdoor play and provides a good range of resources to promote the varying range of children's physical skills. For example, younger children enjoy using their senses as they explore varying textures of the sand as they add water and use various wheeled resources as they move safely around the garden. Older children practise their golfing skills and play group ball games together adapting it to increase the level of challenge as necessary. Children develop awareness in how to keep themselves safe as they follow guidance explained by the childminder. For example, she talks about managing children's safety as they wear high visible jackets and use reins or hold hands when on outings.

The childminder acts as a positive role model as she values and respects each child as an individual. For example, she turns to children, listens carefully to them and responds using a gentle and calming approach in how she communicates with them. Furthermore, she praises the contributions they make during their play. Children are actively encouraged to develop self-help skills through routines and the organisation of the well-resourced indoor and outdoor play environments. The childminder selects different children to carry out different tasks throughout the day. As a result, she involves all children as much as possible and this helps to develop their self-esteem and self-confidence. Children are extremely polite and regularly say 'please' and 'thank you' without any reminders required by the childminder. Older children confidently ask to use the bathroom upstairs and this helps younger children who are being potty trained, ask if they too can use the bathroom if desired. The childminder's behaviour management strategies effectively help children to

understand the behavioural expectations. She works in close partnership with parents to ensure a consistent approach when supporting individual children is implemented. For example, she has devised her own behaviour support plans in conjunction with parents and has supported individual children in managing their own behaviour strategies. Therefore, children behave well and develop awareness in being considerate and responsive partners in their interactions with each other.

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

The childminder has a good level of knowledge and understanding of the Early Years Foundation Stage. Therefore, she is fully able to support children's learning and to implement the safeguarding and welfare requirements. She understands her responsibility and the appropriate procedures to follow, should child protection concerns arise. She has developed clear policies and procedures that ensure children's good health and well-being is promoted. Policies are reviewed on a regular basis and these are shared with parents before their children start and as they are updated. The childminder maintains her home effectively to ensure children's safety is assured. For example, daily visual checks of her home and garden are carried out to identify and minimise any potential hazards to children. Formal risk assessments are completed on all areas used by children and these are reviewed as necessary. She helps children to understand the procedures to help keep them safe. For example, she uses developmentally appropriate language to explain procedures and rotates the implementation of the fire evacuation procedure which helps to ensure all children are familiar with this safety routine. Consequently, children's good health and safety is effectively promoted.

The childminder is fully committed to providing children with high quality care and education. She fully understands the learning and development requirements and ensures she is meeting her responsibilities in all areas. Her enthusiasm in wanting the best for the children in her care is demonstrated well through the evaluation of systems used in her childminding provision. For example, she monitors the progress individual children make throughout their time in her care and uses this information to identify any potential gaps in their learning. Furthermore, she evaluates and monitors planning and has made changes, such as how they reflect personalised planning for each child. As a result, children are happy and show high levels of motivation and participation in the wide range of both adult-led and child-initiated play experiences provided. There are effective systems in place which clearly show the childminder's plans for making ongoing improvements to her practice. The drive for improvement is demonstrated well through her commitment to improve her knowledge and understanding as she attends training as required. For example, attendance on specialised training provided reassurance in her use of individual support plans, in order to provide a tailored package for children when required.

The childminder has a strong commitment to evaluating and improving her provision. She actively seeks the views of parents and children through discussion and a range of formal records. Good communication with parents is initially established through her effective settling-in procedures and ongoing dialogue, through discussions and formal records means positive interactions are in place. Furthermore, parents complete questionnaires on

a regular basis and these gather detailed information about the service provided. Written comments from parents are complimentary about the childminder. Recorded comments state that parents are 'extremely happy with the quality of care provided' and they 'feel very informed' about their children's care and learning needs. Continuity in children's care and learning is enhanced through the good links maintained with schools and other early years providers, in order to complement their learning and help them to make progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY343561
Local authority	St. Helens
Inspection number	873408
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	19/01/2010
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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