

Inspection date	19/12/2014
Previous inspection date	15/03/2010

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 progressing well because the childminder is knowledgeable about how they learn and teaching is good. She provides children with exciting and challenging play, which covers all areas of learning.
- Children feel safe and secure and develop strong, emotional attachments with the childminder who provides a caring and nurturing environment, which successfully promotes their well-being.
- The childminder has a very good knowledge and understanding of her responsibility to safeguard children, which is successfully translated into practice. As a result, children are well protected and play in a safe and secure environment.
- Positive relationships with parents means that children's individual needs are met. Also, 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.
- The childminder does not always obtain detailed information with regards to children's starting points, in order to fully maximise learning and development from the outset.

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 adults in the household, the safeguarding policy and procedures, accident and medicine 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 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and one child aged 11 years in the St. Helens area. The childminder is registered to work with an assistant. The whole of the ground floor is used for childminding. The family has a cat, a dog and a hamster. There are currently four children on roll, all of whom are in the early years age range. The childminding provision operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder walks or uses her car to take the children to places of interest and regularly attends local groups with other childminders.

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 young children are able to explore a range of sensory experiences daily
- enhance information gathered about children's starting points to inform future planning and fully extend their learning.

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. The childminder recognises her role in teaching children and teaching is good. 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. The childminder is skilled at knowing when to offer support and how much to offer. She does not dominate children's ideas, so helps to extend their learning at a pace individual to each child. The childminder is able to do this effectively as she knows each child very well. She has a good range of resources, such as books, instruments and construction equipment. These 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 young children's sensory development even further.

The childminder completes accurate and precise observations and assessments of children's achievements and interests. She uses this information well to inform future planning. Children's progress is effectively tracked through a continuous assessment of their achievements. This helps the childminder to support children to make good progress in their learning and development, as their unique needs are recognised and planned for. Effective tracking systems are used well to monitor children's progress and enable the childminder to quickly identify any gaps in children's learning and seek external support and intervention, if necessary. Children's learning records contain a wide range of information, including photographs, observations, examples of their work and summaries of their progress. Their needs are further enhanced through strong and effective partnerships with parents. The childminder shares information with parents about what children have done in the setting. Also, parents are provided with regular summaries of children's progress and learning records are available for them to look at whenever they wish. This provides good continuity for children. However, the childminder does not always gather extensive information from parents about children's learning and development when they first start with her, in order to enhance her knowledge of their starting points and enrich the planning process. The childminder is fully aware of the need to complete the progress check for children between the ages of two and three years and of the importance of working with other professionals, in order to fully support their progress.

The childminder is particularly skilled at promoting children's communication and language development. She provides a running commentary to describe what children are doing and introduces new words to extend their vocabulary. Opportunities for children to sing and perform songs with musical instruments strengthen language even further and help to build their confidence and self-esteem. Mathematical development is continually promoted as the childminder talks to children about numbers and encourages them to count as they play. For example, children count as they build towers with blocks, making their structures taller and bigger. Children have good opportunities to practise their mark making. They learn to play cooperatively together as they fix and build a car using spanners and hammers, twisting and turning screws. This, in turn, helps to develop their hand and eye coordination and provides a sense of achievement as they persevere in this challenging task. There is a range of age-appropriate tools for children to draw with, such as pencils and chunky wax crayons. 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 accessible books. The childminder provides quiet opportunities to snuggle with individual children and share their favourite stories. Children learn that print carries meaning through labels and signs around the setting. This supports children's literacy development even further and helps to prepare them for the next stage in their learning and for school.

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

The childminder is skilled, sensitive and supports children to form strong, secure emotional attachments that provides a firm foundation upon which to develop their personal, social and emotional skills. The sensitive, caring interaction between the childminder and children ensures that all of them form positive and trusting relationships. Children display

high levels of self-esteem as they play, they talk about what they would like to do and confidently express their needs. Consequently, children develop a strong sense of self-confidence and self-awareness, which in turn has a significant impact on their learning and development. The childminder takes children to various groups within the local community with other local childminders. This means that children learn to socialise with others and adults away from the childminder's home and they become confident in new situations, in readiness for school.

The childminder uses positive praise and clear guidance and boundaries to manage children's behaviour, appropriate to their levels of understanding. For example, she offers gentle reminders about sharing and taking turns. As a result, children's behaviour is consistently good. Nutritious and healthy snacks are provided for children to eat, so they learn about keeping fit and healthy. Their self-care and independence skills are fully promoted as they serve themselves blueberries, grapes and yogurts with increasing confidence. Children's learning is further enhanced because the childminder plans activities to teach them about adopting positive eating habits and encourages them to taste different foods and textures. They have daily access to outdoor play to enjoy regular fresh air and exercise. Also, the provision of quiet, cosy areas within the indoor environment gives children opportunities to rest and relax.

The childminder teaches children how to keep themselves safe as she gently reminds them to pick up toys from the floor, so that they do not fall. Children have regular opportunities to practise the fire drill routine. Consequently, they are developing an understanding of what to do in an emergency situation, in order to keep themselves safe. The childminder models good hygiene practices and teaches children the importance of washing their hands before eating and after using the bathroom. Furthermore, children learn how to brush their teeth after meals, to develop their understanding of oral hygiene. As a result, children's health and hygiene are successfully promoted, which, in turn, has a positive impact on their physical and emotional well-being.

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

The childminder has a very good knowledge and understanding of how to protect and safeguard all children, which is central to her practice. She is fully aware of the signs and symptoms of abuse, what to do and who to contact if there are any child protection concerns. The childminder has a set of detailed policies and procedures, which are consistently implemented. Children's safety is further enhanced through the implementation of rigorous risk assessments and daily checks of the indoor and outdoor environment. Furthermore, the vigilance of the childminder, consistent supervision of children and security systems, such as a visitors signing in book means that they learn and play in a safe environment.

The childminder has a secure knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of opportunities that help them to progress successfully towards the early learning goals. Observations and

assessments show children's achievements and clearly identify targets for their next steps in learning. There is a thorough process in place for tracking children's progress, which means that the childminder can quickly identify any gaps in their learning and with permission from parents, seek out external intervention if necessary. When the childminder works with her assistant, she shares ideas, holds regular dialogues and monitors practice to ensure that children consistently receive the best possible care.

The childminder is passionate and committed to her work with children. This is reflected in her enthusiasm and the enjoyment, which she demonstrates when interacting and playing with children. She has worked incredibly hard to improve her practice and address the recommendations from the last inspection. For example, she has successfully engaged parents in their child's learning at home through the introduction of 'wow' sheets and by encouraging regular feedback in their learning and development records. The childminder accurately identifies the strengths and areas for future development of the setting and her practice through the effective self-evaluation process. She finds out the views of parents through regular discussions and written questionnaires. The childminder is proactive in seeking support and advice to help her to improve the service, which she provides, to enhance the learning outcomes for children. For example, she attends the network childminding groups where she receives support from the local authority and shares good practice with other childminders. She is keen to strengthen her knowledge and skills through further professional development training. The childminder has a secure understanding of the importance of partnership working, in order to promote consistency and continuity and to prepare children for the next stage of their learning. Parents are very happy with the service, care and education their children receive. Written comments describe how the childminder has made the transition of returning to work easier and that her home is safe and welcoming.

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. 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	EY343878
Local authority	St. Helens
Inspection number	863018
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	4
Name of provider	
Date of previous inspection	15/03/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

