

Inspection date	02/10/2014
Previous inspection date	10/02/2011

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 demonstrate a strong sense of belonging and emotional well-being because positive relationships are established with the childminder.
- The childminder understands how to successfully promote children's learning through the delivery of effective teaching strategies alongside providing a stimulating learning environment. As a result, children make good progress.
- Children develop good levels of independence and emerging social skills through positive interactions with the childminder. As a result, children interact very well with each other and their behaviour is good.
- The childminder understands her roles and responsibilities in meeting the safeguarding and welfare requirements. Therefore, children's safety is effectively promoted.

It is not yet outstanding because

- Highly successful strategies with parents are not fully maximised to ensure that detailed information is consistently shared about children's development across all areas.
- Existing links with schools are not fully embraced to ensure that relevant information is exchanged regularly, in order to involve everyone in helping children 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 and each other when walking to school and through activities in the kitchen, living room and garden.
- The inspector looked at children's learning files, observation and assessment records and parent's written comments.
- The inspector conducted a joint observation with the childminder and held discussions with her and interacted with children at appropriate times.
- The inspector checked evidence of suitability and qualifications and discussed the childminder's self-evaluation form and action plans.
- The inspector sampled a selection of policies and records, including the safeguarding policy, risk assessments, medication records and attendance registers.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. She lives with her husband and youngest child, aged 12 years, in Prescott, an area of Merseyside. The childminder walks to drop off and collect children from local schools. She also attends a number of local parent and toddler groups and visits areas of interest on a regular basis. There are currently nine children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification and receives support from 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:

- extend opportunities that encourage all parents to contribute to the exchange of information and review how records, shared with parents, provide precise detail for parents about the ongoing progress their children make.
- strengthen ways to regularly share information with school, such as assessment records and planning, to help all those involved have a wider picture of children's abilities, so that they can 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 young children learn and develop, which enables her to deliver good quality educational programmes. She provides children with an extensive range of both adult-led and child-initiated play experiences, which means they have opportunities to take part in various activities. Close partnerships with parents mean that the childminder gathers relevant information about children's existing learning and interests before they start. She understands the importance of watching children closely in order to assess what they know and can do, as well as taking account of their interests. The childminder analyses this information to determine how well children are developing. She then considers what play experiences they need next, in order to make progress towards the early learning goals. The childminder collates the range of formal observations recorded into children's learning files and shares these with parents. Furthermore, early years summative records are also shared on a regular basis and these provide parents with information about their children's development under the prime areas of learning. However, the exchange of information shared does not yet fully ensure that all

parents are fully aware of how their children are progressing within the typical range of development expected for their age across all areas.

The quality of teaching is good because the childminder uses many different strategies to help children learn while in her care. She has a thorough understanding of how to promote children's learning and, therefore, children make good progress across the seven areas of learning. Young children enjoy feeling and exploring the shapes they create using play dough. The childminder extends potential learning through modelling play and offering additional resources. Where children are more able, she uses language to challenge their thinking as they talk about various patterns, shapes and colours. This gives children higher expectations to aim for during the sensory play experience. The childminder promotes children's understanding in developing a range of early mathematical concepts, as she uses daily activities to support counting, recognition of colours and problem-solving. The use of environmental print, which includes familiar words, numerals and shapes, provides further opportunities in raising children's awareness of early mathematics and literacy skills. The childminder supports and encourages children's good physical skills, providing various opportunities that enable them to move their bodies using the range of wheeled resources in the garden. Furthermore, hand-eye coordination is promoted through various play experiences. For example, the youngest children handle resources well, blowing bubbles and using electronic toys as they repeatedly open and close the till, concentrating on which buttons create the motion of cause and effect.

Language and communication skills are developing well because the childminder uses different teaching strategies to effectively promote this area of development. She uses rich vocabulary and playful interactions to consolidate and enhance children's understanding of language development. She supports the youngest children in raising their understanding as she talks to them, explaining what she is doing, helping them to make connections between spoken words and objects. Children are developing an interest in books and early reading skills. They snuggle up close to the childminder and actively listen and participate as they share familiar stories together. Children respond to her cues during the activity, as they interact and confidently contribute to the story. Furthermore, they sing along to well-known rhymes during routines of the day. The childminder organises the environment well to empower children to independently select their own choice of book. Furthermore, she regularly reviews the selection available in order to maintain children's interest and enjoyment in this area. For example, she has purchased a number of props linked to familiar books. Consequently, children's language and communication skills are promoted very well and these help to prepare them well for future learning and development.

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

Children are happy and demonstrate a strong sense of belonging and emotional well-being, as positive relationships are established with each other, the childminder and members of her family. Flexible settling-in procedures promote the smooth move from home into the childminding provision. The childminder uses daily discussions to keep parents informed about the care routines and activities their children participate in. The

childminder effectively organises her provision to enable children to move comfortably from one area to another. Children make use of both rooms, as they confidently explore the stimulating and well-resourced play environments. She uses her knowledge of individual children to ensure resources are developmentally appropriate and engage children's interests. For example, the youngest children access soft toys representing their favourite characters, while older children enjoy revisiting the role-play area throughout the day. Children have sufficient time, space and freedom to initiate, plan and carry out their self-chosen play experience. Therefore, they maintain concentration and show high levels of engagement during their participation in play experiences. Consequently, children foster enthusiasm towards learning in preparation for their move to nursery or school.

Children's self-esteem and self-confidence is developing well. For example, they are confident to express their own preferences in particular resources and ask for more if required. They are learning how to manage their feelings and behaviour towards each other because the childminder talks about the importance of taking turns. Furthermore, she acts as a positive role model and has established consistent routines, which help children become familiar with the behavioural expectations set by her. As a result, children are very polite and well-mannered. Older children play cooperatively together and enjoy interacting and playing with the youngest children who attend. For example, they play imaginatively together in the role-play area making tea for each other. The childminder routinely praises children, as she recognises the contributions they make during the day and she celebrates their individual successes and achievements very well. For example, older children talk excitedly about how well they behaved this week and are looking forward to choosing an item from the weekly lucky dip when they return to the childminder's provision after school.

Children's good health is effectively promoted through daily routines and a commitment to a healthy lifestyle. Children enjoy playing outdoors in the fresh air, making good use of the range of resources and apparatus set out in the garden. Furthermore, regular trips to local parks and areas of interest, provides additional opportunities where children learn about different aspects of living things and the local environment. The childminder supports the youngest children to develop independence skills and they are learning how to manage their own personal needs by encouraging them to wash their hands before all meals. Older children are gently reminded to collect their belongings before the daily walk to school. Children are developing early self-help skills, as they cut up the fruit for snacks and access their own drinks when thirsty. Children learn ways to keep themselves safe, as the childminder actively teaches them how to walk safely to and from school on a daily basis. Consequently, children show their familiarity in carrying out this routine in a safe and consistent manner. The childminder provides snacks and meals that are healthy and nutritious and children make choices about what they would like to eat and how much. This means that children learn about various aspects towards keeping themselves healthy.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements, which enables her to effectively promote children's good health and safety. The childminder has a clear safeguarding policy, which reflects the guidance set by the Local Safeguarding Children Board. She is aware of the typical signs and symptoms of potential abuse and has a good understanding of the reporting procedures, should child protection concerns arise. The childminder ensures she keeps her knowledge of safeguarding procedures updated because she attends refresher training as required. She has developed clear policies and procedures and these are discussed and shared with parents during their child's settling-in period. The childminder maintains her home effectively to minimise and reduce potential hazards to children. Visual checks are completed daily and safety checks, on all areas used by children, are completed as necessary. She holds a valid first-aid certificate and has appropriate procedures in place for the safe administration of medication, including obtaining prior written consent from parents. As a result, the childminder has effective arrangements in place to promote children's good health and safety at all times.

The childminder has continued to reflect on and evaluate her provision since her previous inspection. She has maintained effective links with the local authority through attendance at various training courses and network meetings and has found these beneficial. For example, recent training has raised her awareness of changes to legislation and she has reviewed how formal records capture children's participation in various play experiences. She has priorities for improvement, identified through her self-evaluation process and action plans are meaningful and achievable. She has a good knowledge of children's individual interests and abilities and reflects on this information in order to provide appropriate planned experiences, which promote their learning. She regularly evaluates resources used in order to ensure these remain developmentally appropriate and successfully promote children's learning. Consequently, the childminder strives to provide children with good quality care and education and effectively reflects on her provision, to ensure they make good progress while in her care.

Positive relationships with parents are promoted and they are kept informed about their children's experiences on a regular basis. This is because the childminder has extended her exchange of information to include the use of current technology as a tool. For example, she sends photos and instant messages through hand-held electronic devices. Written comments from parents are very complimentary about the childminder and the service she provides. Recorded comments state that parents are 'very happy' as they feel that the childminder is 'welcoming and provides a delightful array of activities'. Furthermore, their views about the childminding provision are sought through the completion of questionnaires. The childminder has a good understanding of the importance of working closely with other providers, which children also attend. As children move to school, she forwards information detailing her role as a childminder and checks school updates using their social media site. However, information sharing with school is not yet highly effective, so that there is a shared knowledge about all aspects of children's emerging needs and abilities.

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	EY357830
Local authority	Knowsley
Inspection number	873553
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	10/02/2011
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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