

Inspection date	01/10/2014
Previous inspection date	02/02/2010

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

- The childminder provides activities that are age and stage appropriate and planned around children's interests. This results in all children making good progress.
- Children visit local groups and parks, which effectively supports and extends their social and physical development.
- Children's individual needs are well met because the childminder establishes good two-way communication with parents through discussion and documentation, promoting a cohesive approach to children's learning.
- Children's welfare is supported well because the childminder has a secure understanding of her child protection responsibilities. Her home is safe and secure. Consequently, children are cared for in a safe environment.
- Children build secure relationships with the childminder, which helps them to feel emotionally secure. Frequent praise and encouragement successfully promotes their confidence and self-esteem.

It is not yet outstanding because

- The childminder does not make children completely aware of all the toys and resources available, or consider how these are organised, to assist them in making independent choices and decisions about their play.

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 activities in the children's learning environment.
- The inspector looked at a range of documentation, including policies and procedures and evidence of the suitability of all adults within the home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and considered the views of parents.
- The inspector examined the children's learning and development records, observation, planning and assessment procedures and discussed self-evaluation and improvement plans.

Inspector

Kellie Lever

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children, aged 23, 21 and 14 years, in Prenton Wirral peninsular. Children use most of the ground floor and a bedroom and bathroom on the first floor. There is an enclosed garden for children's outdoor play. There are four children on roll, three of whom are in the early years age range. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, during term time. The childminder is a member of the Professional Association for Childcare and Early Years and the local childminder network.

What the setting needs to do to improve further

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

- review the organisation of resources and make these more accessible to children by using pictures and signs alongside words to reinforce what is available in storage boxes to enable independent choice.

Inspection judgements

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

Children make good progress in their learning and development because of the childminder's effective teaching. She has a secure understanding of children's preferences and their individual interests. Children are happy and relaxed within the childminder's care. They benefit from a good amount of attention from the childminder, which enables them to feel supported. The childminder adapts planning well to meet their individual interests and needs. For example, she ensures that the sand tray features regularly. This is because she knows that the children attending currently enjoy sensory activities. As a result, children are inspired by their play and keen to learn. The childminder uses her observations to precisely identify the next steps in children's learning. These are routinely shared and reviewed with parents to promote continuity in care. Parents are encouraged to share ongoing information about what their children are learning at home. As a result, the childminder has a good knowledge of the progress children make and an overview of their achievement. This enables her to develop her plans for their future learning by taking account of their wider experiences. As a result, the children continue to acquire new skills and make consistently good progress in readiness for school.

Children show pleasure in the childminder's company, as they smile and interact verbally with her. Children's language development is fostered well, as the childminder constantly engages them in conversation and plays alongside them, asking open questions. For example, when children are engrossed in an activity, the childminder asks 'what do you think we need to do to make a sandcastle?' and the children work out that they need to fill

the sand to the top of the bucket. Consequently, they effectively develop their fine motor skills and their critical thinking. They learn the name of various tools and how they are used, such as a rake. This means that children are introduced to new words and this adeptly extends their understanding and vocabulary. Children access books, which helps them to develop an appreciation for, and understanding of, books and print.

Children show good concentration as they join train tracks together, twisting and turning the pieces until they connect. They learn to identify shapes and patterns as they explore different ways to use malleable materials. Children enjoy visiting places of interests, which develops their communication and social skills, such as local activity centres and parks. This is where children experience a range of activities, which extend their emerging development, such as helping large muscle development as they play on equipment. Consequently children acquire the skills and capacity to develop effectively through their play and to be ready for the next stage in learning.

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

Children are happy and content because of the thorough settling-in arrangements. The gradual introduction at the child's pace and the childminder's caring nature help to build warm and caring relationships from the start. The childminder finds out about children's home routines and any comfort items they need. This helps to ensure children receive consistency of care and settle quickly. As a result, children's emotional development is promoted effectively. Children are well behaved because they have clear boundaries and are aware of expected behaviour. The childminder teaches children the importance of showing care and consideration to one another and supports children with learning how to work cooperatively together. For example, older children are happy to help the younger children to complete more difficult tasks. Hence, they form strong friendships and play in harmony. Children's efforts and achievements are promptly recognised and praised. This helps children to feel good about what they do and raises their self-esteem.

Children play in a clean and well-presented home. They have a good range of developmentally appropriate toys and resources. However, due to the storage and lack of labelling on the enclosed boxes, some toys are not always easily accessible. Therefore, children are not able to independently select all the toys and resources for themselves, to be fully active in their learning. Despite this, children are happy to play and explore with toys of interests. Children are beginning to develop a strong understanding of how to maintain their safety. For example, the childminder talks to the children about the dangers of standing behind the fence when feeding the ducks and staying close by her. This develops their awareness of how to recognise dangers and manage risks to keep themselves safe.

The childminder provides children with good experiences outside of the home. They go on regular outings that include visits to play groups. This supports children's physical well-

being and promotes their understanding of the local community. In addition, children are introduced to group situations, where they socialise with a wider range of children and adults, which helps to prepare them emotionally and socially for their future move to school. Children learn personal care skills appropriate for their age and stage of development. Effective hygiene routines are in place and children are learning about some of the benefits of adopting a healthy lifestyle. For example, children are encouraged to wipe their nose and wash their hands afterwards. They get plenty of fresh air and exercise and this contributes greatly to their physical health and well-being overall. At snack and meal times there is discussion about healthy foods and the importance of a varied diet.

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

The childminder has a good understanding of her responsibilities to meet the safeguarding and welfare requirements. She has a secure understanding of what to do in the event of any child welfare concerns. She has completed all relevant training, such as safeguarding and first aid. The childminder ensures her home is safe for children by undertaking a daily risk assessment and all adults in the household have had their suitability checked. As a result, children's safety is well promoted and this enables the childminder to minimise any potential risks to the children. The childminder supervises children closely. She uses appropriate safety equipment to minimise hazards to children. For example, safety gates are in place to prevent children accessing the kitchen. The childminder is vigilant regarding security measures to ensure children are protected from unwanted visitors. For example, she verifies the identity of visitors and a closed circuit television camera is situated outside her property. As a result, the childminder thoroughly safeguards the children in her care.

The childminder is committed to improving her practice. Her planning is tailored to meet the needs of individual children, with clear and concise observations, which take account of the next steps in their development. This enables the childminder to close any gaps in children's learning and help them to make consistently good progress. Through careful monitoring and evaluation, the childminder looks at areas for development. The childminder demonstrates a strong commitment to driving improvement. For example, she has effectively met the recommendations raised by Ofsted at her last visit. This demonstrates a good capacity for continuous improvement.

The childminder has a good understanding of the importance of liaising with other providers and professionals. She is highly committed to working in partnerships with parents. The childminder shares practice and experiences with other local childminders. This assists her in identifying areas for future improvement. The childminder manages children's move to school well when they leave her care. As a result, this prepares them for the next phase in their learning. She has close partnerships with other early years providers and shares information in order to fully promote children's learning, development and welfare.

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	EY399624
Local authority	Wirral
Inspection number	879357
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	02/02/2010
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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