

Inspection date	02/05/2014
Previous inspection date	12/10/2010

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 feel safe and secure and develop strong, emotional attachments with the childminder who provides a caring and loving environment, which effectively promotes their all-round well-being.
- The childminder has a good knowledge of safeguarding procedures. She is clear about procedures to follow should she have concerns about a child and strives to minimise risk. Consequently, children are kept safe.
- Children's communication and language is supported through effective teaching by holding lots of discussions that gives children time to respond, learn new words and think things through for themselves. This means that children are developing the ability to think critically.
- A wide range of resources is available both indoors and outdoors, as a result, this offers a variety of stimulating experiences and activities to support children's development across all areas of learning.

It is not yet outstanding because

- Information gained from parents with regard to children's starting points does not always provide the childminder with the information she requires to help her to enrich the planning for children's future learning needs.
- The childminder does not always make full use of everyday opportunities to promote children's growing independence skills.

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 viewed the areas that are used for childminding and observed activities in the home and the interaction and learning between the childminder and the children.
- The inspector checked evidence of the suitability and qualifications of the childminder, and her self-evaluation and improvement plan.
- The inspector sampled a range of documents that cover the learning and development requirements, including observations, planning and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.

Inspector

Kellie Lever

Full report

Information about the setting

The childminder was registered in 2010. She lives with her husband and child aged 17 years in Childwall; a suburb of Liverpool. The whole of the ground floor of the house is used for childminding. The toilet facilities are on the first floor level. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding eight children in the early years age group. The childminder takes children to parks, toddler groups and local places of interest on a regular basis. She receives support from the local authority and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance the depth of information gathered from parents about children's learning and development on entry in order to further enrich the planning process, for example, by gathering information on what the child can already do before starting
- enhance the opportunities available for children to develop their independence as they learn to do things for themselves during daily routines, for example, by giving opportunities for children to pour their own drinks and enabling them to self-serve during meal times.

Inspection judgements

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

The quality of teaching is good. Children have many opportunities to participate in a wide range of activities and experiences. This is further supported with a wide range of resources offered for the children to use, which promote the seven areas of learning and help to develop the children's all-round learning. For example, children have a large range of boxes that have resources to cater for all groups and as a result, children make good progress. Children are supported well with language development as the childminder uses a variety of techniques to support the acquisition of the spoken word. She uses repetitive language when talking to younger children and allows the older children to build up their vocabulary. The childminder uses every opportunity to develop language, thinking and understanding skills, by providing lots of discussions and asking open-ended questions. For example, they discuss the different birds in the garden and where to put the bird food and the childminder asks, 'where do you think will be a good place to put it?'. This gives the children ownership of carrying out new tasks and connecting their ideas. Literacy is further supported as children identify and write letters, for example, they write their name

on pictures that they have made as they discuss with the childminder what letters are in their name. In this way, children are well prepared for school.

The childminder places a strong emphasis on children learning through play both indoors and outdoors as children are free to have access to the outdoor learning environment. She has very high expectations of herself and of the children in her care. The childminder has an excellent understanding of how to support young children to achieve the best they can, given their age. There is a good mix of adult-led and child-initiated activities that are open ended, allowing the children to make choices in what they would like to do with a particular resource and to fully express their own ideas. The childminder expertly joins in the play as she observes and supports the children when playing bat and ball in the garden. Children enjoy activities that meet the current learning needs and interests, such as paint printing with fruit. This gives children the opportunity to roll, press, squeeze and paint the fruit as they mix, match and experiment with colours. In this way, children are developing their individual creative expression.

The childminder has very good settling-in routines offering a longer period of taster sessions. During these visits parents share information about their child, which enables the childminder to assess children's individual needs and interests before starting. However, little evidence is gathered for what children can already do prior to starting regarding learning and development. As a result, planned activities do not fully build on what they already can do right from the beginning. All the children have a learning file, which includes photographs of activities they have taken part in, with written observations identifying the area of learning. The childminder uses this information to plan for the next steps in children's learning. The progress check at age two is carried out and used to identify any gaps in learning. The written summary is shared with parents and other professionals. Parents and the childminder have good opportunities to share information on a daily basis, as the childminder welcomes children and parents at the beginning of the day. She gives comprehensive feedback at the end of the day about children's achievements, including how they have been feeling.

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

Children have a warm, secure relationship with the childminder, who effectively promotes their sense of belonging and security. They happily play alongside each other and invite the childminder to join in their play. The childminder's extended settling-in process gives the children and their parents the opportunity to get to know her, the family and her home. She gathers good information from parents about their child so their needs are effectively met. As a result, children are confident and are well prepared emotionally to deal with transition from home to the childminder's home. The childminder is sensitive and responsive to the children's needs, feelings and interests and uses praise and encouragement to nurture their self-esteem and confidence. Children enjoy the freedom to play and explore or to rest and relax comfortably in the knowledge that they are safe.

Children develop personal hygiene skills as they learn to wash their hands before eating. They blow their noses and put tissues in the bin to reduce the risk of cross-infection. The childminder has achieved a five star food hygiene rating and the children have a superb

understanding of healthy lifestyles. The childminder provides healthy and nutritious snacks and meals, such as casseroles and pasta and water is available for children throughout the day. Children's independence is promoted with the childminder encouraging older children to put on their own wellington boots and coats and helping her gather equipment for snack. However, the childminder does not fully encourage children to pour their own water, self-serve or cut up their own food as she occasionally does these tasks for them. Also younger children are not provided with appropriate equipment for them to reach taps to wash their own hands so they can develop their independence skills.

Children have plenty of opportunity to have regular fresh air and develop their physical skills in the large garden. They competently use the large climbing equipment and learn to take risks and support each other's play when climbing and running. Children develop good social skills as the childminder teaches them to cooperate, share, take turns and negotiate as they play. Their learning is further extended as they visit local groups, the library and places of interest where they learn to socialise with children and adults away from the childminder's home. The childminder acts as a good role model and teaches children how to behave well, for example, they tidy up the toys together when they have finished with them. She explains about looking after the books when she finds a ripped page and involves children in repairing it with tape. This helps children to learn about caring for resources, while reinforcing the rules and her expectations of them.

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

The childminder has a strong understanding of her responsibilities to safeguard and protect children. She is clear about what she must do if she has a concern about a child in her care. Children are well supervised in her home and when on outings. Comprehensive risk assessments ensure all considerations are made and steps taken to minimise hazards and risk. The childminder's home is organised to ensure children can move freely and safely. A comprehensive range of policies, procedures and records successfully underpin the running of the service that the childminder provides. These also meet all welfare requirements of the Early Years Foundation Stage.

The childminder has a good understanding of the learning and development requirements, how children learn and what she can do to support their learning. Regular observations and accurate assessments inform planning and the childminder recognises the need to be flexible so plans are adapted in response to children's interests and events. She effectively monitors children's progress, identifying any gaps in their learning and as a result, children make good progress in their learning and development.

The childminder demonstrates a strong commitment to her role and to provide a good service to children and their parents. The childminder continually reflects on daily routines and she shows a strong commitment to ongoing improvement. Parents and children are actively encouraged to contribute their thoughts and comments to improve their service. As a result, parents have opportunities to comment that they are very happy with the service and how grateful they are for her making their children feel secure, loved and how the children are actively encouraged to learn more. The childminder understands the

importance of developing working partnerships with external agencies, when appropriate to ensure children receive the support and help they need. The childminder also has a support network of other childminders and links with the local authority early years team and the local primary school where she has children in shared care. She shares relevant information with them regarding children's learning and development to ensure and promote children's continued progression towards the early learning goals.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY407987
Local authority	Liverpool
Inspection number	879595
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	12/10/2010
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

