

Inspection date

01/07/2014

Previous inspection date

05/10/2010

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's individual learning and development are well supported through effective teaching. Interesting activities and experiences are provided for the children to promote their progress across all areas of learning.
- Children's health and safety are effectively promoted and the childminder demonstrates a clear understanding of how to protect children from harm. Safeguarding policies and procedures are in place and are shared with parents.
- Established partnerships with parents and other early years settings ensure that children's individual needs are known and catered for. Children's overall development is discussed in detail to ensure that their individual care needs and emotional well-being are promoted.

It is not yet outstanding because

- There is scope to enhance the activities and resources provided, which promote children's knowledge and understanding of using technology in everyday experiences.

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 undertook a tour of the premises and observed children in their independent play and exploration.
- The inspector carried out a joint observation of children's play and learning with the childminder.
- The inspector reviewed documentation, discussed the childminder's evaluation process and verified the suitability of all household members.

Inspector

Wendy Dockerty

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife who is also a registered childminder, and their adult child, in a house in Halewood, Liverpool. The whole of the ground floor, the first floor bathroom and the rear garden are used for childminding. The family have a pet dog. The childminder attends occasional toddler groups and regularly visits the local area including a farm, parks, library and woodland. He collects children from the local schools and pre-schools. As both childminders work together, there are currently 11 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. He operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. He 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:

- develop further children's knowledge of technology in their everyday experiences, for example, by providing additional resources and activities that enable them to develop their understanding.

Inspection judgements

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

The childminder works alongside his wife, who is also a registered childminder. They work as a team at all times in order to provide a safe, welcoming and enjoyable experience for minded children. Children have access to a wide range of resources, toys and activities which promote their learning across all areas. The home is arranged to allow children the freedom to move between rooms in safety and make choices in their play. This supports them to become independent, and they take part in a mixture of adult-led and child-initiated play. This provides a good foundation for children's future learning and prepares them for the eventual move to pre-school and later, school.

The childminder spends time with pre-school children, completing a drawing of their choice. The children sit on the floor with the childminder, drawing and making marks on a large piece of paper. Children are encouraged to use their imagination and develop their communication skills as they draw houses, buildings and secret islands, talking about their creations with the childminder. Teaching is effective as the childminder encourages children to count the number of windows they have created in their imaginary house and together they draw and count twenty windows. The playroom provides an extensive selection of resources for children of all ages and they are encouraged to make choices about what to play with next. Children enjoy recreating real life experiences as they play

with the baby dolls, toy cars and the role-play kitchen area. Opportunities to build with construction equipment, dress up in costumes and explore basic electronic toys that make noises and flash lights are freely available. However, the children are not provided with extensive opportunities to develop their knowledge and understanding of how technology works in everyday situations, such as using the camera to take photographs themselves, or operating programmable toys. The rear garden has been developed into a well-planned outdoor area, which allows children extensive opportunities to explore the natural environment and to learn through sensory play. The childminder teaches children about capacity as he asks the children if their water buckets are full or empty. Children use buckets, jugs and containers, to fill them with water from the tap and add colourful plastic balls which float on the surface. With some assistance they take the bucket to the top of the guttering and one by one pour the balls into the guttering. Children are engrossed in this activity, counting each ball and naming the colours as they watch them travel down the guttering into the empty bucket at the end. A miniature woodland area with logs, soil and plants has been created to allow children to explore the wildlife they may find living there. Children use magnifying glasses to examine the creatures they find under stones and tree bark, and discuss what they have found. This supports children to learn about the environment and the childminder uses these experiences to support children's progress in other areas. For example, talking about what they can see, counting the number of legs that the bugs have and drawing pictures of the bugs to support children's development in communication, counting and early drawing and writing. Children show a real enjoyment in creative, messy play, therefore the childminder provides an extensive range of experiences for children in which they learn through this type of play. Children of all ages make marks with paint and chalks on the walls, floors and chalk board. They delight in spraying water with large water shooters, which develops their large physical skills and they observe how different coloured paints combine to create a new colour. Children dig in the sand with various tools and equipment and model with playdough, designing their own creations. After spending some time focussed intently on creating a birthday cake from playdough with a range of resources, children then sing 'happy birthday' to themselves. They recreate shared experiences, which they have enjoyed while at the childminders' home and in their own family lives.

The childminders work together in order to care and teach the children throughout each day. However, they have developed a key-person system where each childminder takes responsibility for recording the majority of the observations and assessments of different children's progress. The children each have a development folder which contains photographs and observational comments to illustrate the experiences they enjoy and the progress they make. These are shared with parents in order to keep them informed of their children's development, and parents are encouraged to share information from home about their children's progress. The childminder demonstrates a clear knowledge of children's general progress and discusses the development of each child appropriately.

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

Children's emotional well-being is effectively promoted as they are supported to build secure attachments with the childminder, which enables them to feel safe and secure. Children attend for visits in advance of starting full time, which enables them to become

familiar with the new environment. Parents are welcomed into the childminder's home and children's individual needs, routines and preferences are discussed in detail during the admissions procedure. This means that the childminder has a comprehensive range of information about individual children's needs and is well placed to tailor the care provided accordingly.

Children learn about the importance of hygiene routines, such as washing hands before they eat. They have regular drinks of water from their individual beakers. During warm weather children are reminded of the need to wear sun hats and sun cream is applied to protect children's health. Older children are encouraged to develop independence as they learn to use the toilet upstairs by themselves and to wash their hands appropriately. Healthy eating is promoted and discussed with the children so that they develop a positive attitude towards fruit and vegetables as part of their daily diet. Sandwiches, fruit, home-cooked cottage pie and pasta with sauce are some of the nutritious meals and snacks provided to children. Dietary needs and allergies are catered for appropriately, ensuring that children's individual requirements are met. An emergency evacuation procedure is in place and is practised with children, which enables them to develop an understanding of keeping themselves safe in an emergency. Children are encouraged to protect themselves and others when they are out and about. For example, they are aware of the potential hazards presented by bikes and dogs when they are walking in the woodland area nearby. Children's behaviour is managed effectively in order to protect them from harm. They are aware of boundaries, such as not running in the house, not standing on toys, and staying close to the childminder when they go out and about.

The childminder has a pet dog who is often at the home during minding hours. However, the dog stays mainly in the kitchen when minded children are present and does not freely wander around the children's play areas. Food and water bowls are not accessible to children, protecting them from cross infection. Children enjoy walks in the local area when the dog accompanies them. This helps children to learn about the importance of treating animals with care and how to look after them effectively. Children begin to learn about diversity through discussions, activities and resources. They learn about various cultural festivals, and themes, such as the football World Cup, to support children's understanding of the wider world.

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

The childminder demonstrates a clear knowledge and understanding of his responsibility to protect children from harm. He has attended recent training in order to update his knowledge of safeguarding children and is aware of the correct procedures to follow should he have any concerns regarding a child's welfare. This helps to keep children safe from harm. Written safeguarding policies and procedures are in place and are shared with parents so they have a clear understanding of the childminder's responsibilities. All areas of the home are checked for safety before children arrive and appropriate equipment, such as a fire blanket and a fire guard are in place. Safety gates prevent young children having free access to the kitchen and upstairs, which helps to protect them from harm.

The childminder demonstrates a clear understanding of the Statutory framework for the Early Years Foundation Stage and provides children with interesting activities and experiences, which promote their learning and development. Children's development is monitored to ensure that they make good progress and the childminder is able to demonstrate how this is done through ongoing good-quality activities. Good relationships with parents are in place to ensure that children's care and welfare needs are known and are catered for well, and good discussions regarding children's ongoing progress take place.

A detailed, written self-evaluation document is used, which reflects the improvements made to the provision for children over time. The childminder identifies ways in which further developments can be made. For example, after attending a session at the local pre-school with a minded child, the childminder developed the outdoor area in order to provide children with further access to natural resources. This has had a positive impact on the children who attend, and the childminder is able to describe the positive developments observed in children's progress. In addition, the childminder has taken steps to address the recommendations made at the last inspection. For example, he has further developed the partnerships with other settings that minded children also attend. Each day the childminder takes children to the local pre-schools and schools. He discusses children's ongoing welfare with staff and keeps up-to-date with the experiences children take part in. In this way, children's learning is extended through activities at the childminder's home which continue their learning themes and further support children's 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. 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	EY409112
Local authority	Knowsley
Inspection number	879633
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	05/10/2010
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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