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| <b>Inspection date</b>   | 03/07/2014 |
| Previous inspection date | 14/11/2011 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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**

- Teaching is good because the childminder effectively observes and assesses children's stages of development. She uses the information to plan a good range of activities. As a result, children are making good progress given their starting points.
- The childminder builds strong relationships with parents from the start, enabling them to work in partnership to support children's well-being. Therefore, children settle quickly into the childminder's care and form secure attachments.
- The childminder is very well organised and is reflective about her practice. She demonstrates a strong desire to learn and continually updates her knowledge and skills in all areas relating to the care and learning of children.
- The childminder fully understands her role and responsibility in regard to safeguarding children, therefore children are well protected.

#### **It is not yet outstanding because**

- The outdoor environment is not always used to enhance children's learning through the use of a wider range of resources and experiences.
- Occasionally, the childminder does not always allow children time to think and develop their own ideas when she asks them questions. This means children are not always learning to think critically and extend their creativity.

## 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 checked evidence of suitability checks carried out for all adults within the home and the childminder's self-evaluation and development plan.
- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector sampled children's progress records and a range of documentation, including safeguarding policy and procedures, and accident and medication records.
- 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.

## Inspector

Kellie Lever

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her three children aged 10, seven and five years in the Sefton area of Liverpool. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor is used for childminding with the exception of the front room. There is a fully enclosed garden available for outdoor play. The childminder visits the local shops, parks and other places of interest with children on a regular basis. She takes children to, and collects them from local schools, nursery and pre-schools. The childminder is currently minding seven children; five of whom are in the early years age group. The childminder 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 outdoor provision, for example, by providing a stimulating range of resources and experiences, which are accessible and open ended, to allow children to further explore with earth and water
- build on children's learning experiences by providing them with a bit more time to think about and consider what else is possible without always readily providing answers.

## Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Children enjoy the time they spend with the childminder. She offers a warm and welcoming environment in which children can learn and play. This helps them to feel valued, safe and happy and allows children to make their own decisions. This results in children being enthusiastic learners, concentrating for periods of time at their chosen activities. The indoor environment is stimulating and enables children to follow their own interests. However, the outdoor play area for children currently does not always provide extensive opportunities to enhance their learning. This means that some children's learning outdoors is not always maximised to continually allow them to play and explore for themselves. The childminder demonstrates high expectations of children and plans an educational programme that has depth and breadth across the seven areas of learning. She provides a well-organised, child-accessible, stimulating and inviting indoor learning environment. This helps children to acquire the skills and dispositions required for the next stage in their learning and means that they are well prepared for starting school.

Teaching is effective and children are making good progress, given their starting points. Children begin to explore and extend their vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond. For example, when children talk, the childminder acknowledges this and responds to them. This supports the children in understanding early conversations. Children demonstrate friendly behaviour, as they initiate conversations and form good relationships with familiar and unfamiliar adults. For example, they confidently talk to, and involve the inspector in their play. The children sit with the childminder and they construct a car together. This helps the children's social skills as well as their physical skills. Children enjoy stories being read to them and sit comfortably on the sofa with the childminder. They recognise the animals in the book and eagerly name them and make the animal sounds. The childminder asks lots of questions and makes further suggestions for activities as the children play, in order to promote their learning. However, very occasionally, children do not have quite enough time to think for themselves so they can voice their own ideas. On these few occasions, children have fewer opportunities to develop their critical-thinking skills.

The childminder gathers a range of information from parents about their child's interests and abilities before they begin to attend. Alongside the childminder's own initial observations, this shared approach helps to identify children's starting points. The childminder observes children during activities and makes very good assessments of their abilities. The childminder monitors children's development and progress. Parents can access their own child's records. Information is shared effectively between the childminder and parents about how they can extend their child's learning at home. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. The childminder has a good understanding of her responsibility to carry out the progress check for children between the ages of two and three years and makes sure this is shared with parents at the appropriate time.

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

The childminder has a warm and trusting relationship with parents that helps their children to feel emotionally safe and secure. She ensures children are nurtured and thrive because she fully understands and meets their individual care routines and needs. Flexible settling-in sessions help the children to familiarise themselves with the new environment, get to know the childminder and the other children attending. Detailed information is gathered from parents so that initial care is tailored to each child's needs. As a result, transitions from home are a positive experience, and children feel safe and settle quickly.

The environment is homely and child-orientated. For example, toys are displayed attractively on low-level shelving to entice children's interest, and posters or children's artwork are thoughtfully displayed around the walls. Children's growing independence is well supported and they are encouraged to make choices and decisions, such as what they would like to play with. Children's behaviour shows they feel safe in the childminder's home. The childminder is a calm, positive role model, who provides consistent routines and sets clear boundaries. The childminder recognises and celebrates children's successes

and achievements, which gives children a sense of pride and good self-esteem. As a result, children achieve good personal, social and emotional development.

The children have opportunities to be healthy as they can access the outdoors and have plenty of fresh air. They regularly visit local parks and go on walks. Consequently, children's well-being is actively supported. The childminder provides the children with healthy meals and snacks. Children are encouraged to feed themselves to enhance their independence whenever possible. The childminder helps children to become aware of good hygiene practices by washing hands before meals and after using the toilet. The childminder allows children to learn to take controlled risks. For instance, under close supervision, children are reminded to be careful as they walk across the wet floor and are guided to walk on the towel provided. As a result, children develop an understanding of how to keep themselves safe. The childminder takes children out to places within the community and socialises with other childminders. This gives children new experiences and opportunities to interact with other children and adults, which helps them become confident in different social situations, and so prepares them well for starting school.

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

The childminder has a secure understanding of her responsibilities to fulfil the requirements of the Early Years Foundation Stage. She has a good knowledge of child protection issues and has accessed appropriate training. This ensures that she is aware of potential signs of abuse and neglect and has a secure understanding of her responsibility regarding protecting children from harm. For example, she knows what she must do if she has any concerns and which agencies she must inform. Risk assessments are conducted thoroughly, so children play in a safe and secure environment. The childminder successfully evaluates her practice to ensure she meets all the legal requirements. She is fully aware of when to inform Ofsted of any changes to her provision or herself that would impact on the care of the children.

The childminder organises her documentation well. She has attended a number of training events since her last inspection; these have led to an increased knowledge and understanding of observing and assessing children's stages in development. As a result, children are making good progress given their starting points. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. Parents give regular feedback and the childminder has discussions with the children. As a result, she has an accurate view of the quality of the service she provides. The childminder regularly reviews and monitors children's progress records and planning documents to ensure they offer a broad range of activities across all areas of learning.

Relationships with parents are very positive and information is highly valued. The childminder keeps parents well informed about her routines and activities, through daily conversation, newsletters and daily diaries. The childminder understands the need to work with other professionals to support children with identified needs and to ensure early intervention if necessary. As a result, all children's needs are effectively met. Furthermore, the childminder has good links with professionals from local schools. She understands how

to work with other key persons when children attend other settings, to ensure continuity for the children in their care, learning and play.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|-----------------------------------------------------------------------|------------|

## 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY425386    |
| <b>Local authority</b>             | Sefton      |
| <b>Inspection number</b>           | 870932      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 17      |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 7           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 14/11/2011  |
| <b>Telephone number</b>            |             |

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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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