

Inspection date

Previous inspection date

22/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 motivated to learn and interested in what they choose to do because the childminder successfully guides them, stimulating learning through play. This helps children develop their thinking and understanding.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. She uses this to provide interesting and stimulating activities and outings, which develop children's skills and knowledge.
- The childminder builds positive relationships with parents, keeping them well informed and involved in their children's care and learning.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the daily routine, to ensure children are kept safe.

It is not yet outstanding because

- Children cannot always see what toys are available in boxes, so they have fewer opportunities to make independent choices.
- Children have fewer opportunities to see and understand that print conveys meaning within the outdoor area.

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 main rooms and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records and planning documentation, a selection of policies and children's records. She also verified the childminder's training certificates and that suitability checks have been completed.
- The inspector took account of the childminder's self-evaluation and improvement plan and the views of parents.

Inspector

Paula Kerrigan

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged six and four years in a house in Newton-Le-Willows, Merseyside. The whole of the ground floor plus the two children's bedrooms and the family bathroom upstairs is used for childminding. There is an enclosed garden for outdoor play. The childminder visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. She operates Monday to Friday, from 8am to 5.30pm, all year, except bank holidays and family holidays. The childminder also provides overnight care for one child. There are three children on roll in the early years age range. The family has two pet rabbits. The childminder is a member of the Professional Association for Childcare and Early Years 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:

- strengthen opportunities for children, so they have even more opportunities to choose their resources independently, for example, by helping them to identify what toys are inside each basket
- extend the educational programme for literacy even further by enhancing the outdoor environment with different types of print, such as signs, posters and labels, so that children can learn about words as they play and investigate outside.

Inspection judgements

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

Children make good progress because the childminder has a strong understanding of how they learn and develop. Her knowledge of child development ensures that children are supported in the appropriate manner, in order to successfully be ready for school. The childminder has a good understanding of the prime and specific areas of learning and follows children's individual interests, which promotes a unique experience. For example, language and communication skills are supported as the childminder demonstrates how to make patterns with paint. She uses words, which describe what the children can see and asks questions to underpin their understanding of the activity. The childminder slightly adjusts her speech to allow younger children to fully take part, teaching them new words and language. As a result, children make good progress in their learning.

The childminder uses observations and assessments to inform her planning. She highlights the characteristics of effective learning by encouraging children to be actively involved and

concentrate for short periods of time. For example, when a child enquires about different objects, the childminder asks questions, such as 'What's that?' and 'Can you show me?' to encourage children and confirm their understanding. Children have many opportunities to engage in free play. The childminder plans adult-led activities, in order to assess children's progress and extend their learning. Taking photographs of children engaged in activities, helps the childminder to inform parents of their children's day. The childminder uses initial conversations with parents at the start of the childminding contract, to find out about children's development. This helps children to become settled quickly, ready for their learning. The childminder recognises when children are not making good progress and works with parents to narrow any gaps in their learning. Consequently, children learn vital skills in preparation for school.

The childminder provides a warm and welcoming environment. Children have opportunities to play in a spacious area. The childminder has good quality resources, which cover the seven areas of learning and are stored in baskets. However, it is not always easy for children to see everything that is available in the baskets, so they have fewer opportunities to make independent choices. The childminder shares books with parents, so that children can continue their learning at home. She carefully plans the areas children use, to provide a rich environment for learning. There is direct access to the garden from the dining area and children go outdoors daily for fresh air. The garden is equipped with resources, which allow children to play freely and explore numbers. This promotes children's physical skills and their recognition of numerals. However, there are fewer opportunities in the outdoor area for children to see print in the outdoors to further encourage their literacy skills.

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

Children's well-being is given a high priority because the childminder promotes their self-esteem. The childminder gives lots of praise and reinforcement with young children, encouraging them to learn. Children have cuddles on the childminder's lap if they feel sad, upset or need reassurance. The childminder enables children to express their feelings in a safe way and supports them to understand their emotions. For example, the childminder asks children how they are feeling while looking through books together and talking about emotions. The childminder soothes children with her soft voice and has a nurturing manner with young babies. Children behave well because the childminder works hard to promote positivity and quickly negates any negative actions. As a result, children learn how to manage their emotions in preparation for school.

The childminder promotes a healthy lifestyle with the children. They have opportunities to choose what they would like for meals and snacks and fresh fruit and water are available throughout the day. The childminder encourages mealtimes to be social occasions, where children sit down together with her and are supported to learn how to feed themselves. Young children and babies are offered new opportunities to try out different flavours and textures to increase their range of foods. The childminder uses this time to praise and encourage younger children when learning how to use cutlery appropriately to become independent. She works in partnership with parents and respects their wishes, following care routines that reflect children's home lives. Nappy changing time is fun. The

childminder takes the time to talk to children during this care routine to promote language development. This builds on children's emotional well-being and encourages them to become independent.

The childminder takes children to the local park. Children access large apparatus to build on their physical development. They have opportunities to kick footballs, climb on the climbing frames, walk, slide and swing, which develops their physical skills. The childminder takes children to visit the local farm to feed the animals. They learn about different types of animals and bugs in their natural habitat. The childminder gives children opportunities to take small risks when playing. This helps children to improve their understanding of safety. The childminder demonstrates how to safely cross roads and children hold onto a pushchair when out walking. Written risk assessments highlight and identify hazards in the home and outdoor environment, ensuring children remain safe. The childminder makes sure children understand what procedure to follow in the event of a fire. Therefore, children are kept safe in the childminder's home as well as on visits to the local area.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and meets them securely. The childminder's behaviour management policy is robust. She ensures that all unknown visitors, who come into her home are checked for identification. She has all the required written policies and procedures in place and understands that any persons aged over 16 years living in the home, have to be appropriately checked. This means that all adults having contact with the children have completed a full Disclosure and Barring Service check. She has a very good understanding of the correct procedures to follow if she has concerns about the welfare of a child in her care. The childminder is aware of the procedures to notify Ofsted of any changes in circumstance and ensures that children are never left unsupervised. The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are kept safe from harm and play in a safe environment.

The childminder monitors children's educational programmes to ensure children make good progress. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage, using effective activities and resources to underpin this. The childminder reflects on her practice. She evaluates her setting and as a result, identifies her priorities for improvement. The childminder attends training to enhance her professional development and seeks out relevant courses, which further her knowledge and understanding. Therefore, the childminder constantly builds on opportunities to improve her childminding service and learning opportunities for children.

The childminder has very positive relationships with parents and engages in daily conversations with them about their children's well-being and progress. She is aware of the importance of sharing information with other providers of the Early Years Foundation Stage to fully support children's learning. The childminder has made a positive start to her

childminding career and demonstrates a strong drive to build on her success. Furthermore, she attends local groups where she meets with other childminders and makes good use of the childminder network, in order to continue making links and share good practice. The childminder receives written feedback from parents about her service. Parents praise her for the progress their children have made. They highlight the professionalism of the childminder and positive feedback is given, such as 'We feel at ease leaving our child here as the childminder is well organised and fantastic'. The childminder is open to the views of parents and children and regularly evaluates her practice accordingly. The childminder is very conscientious and passionate about her work with children and is committed to maintaining a good quality learning environment for all.

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. 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	EY428093
Local authority	St. Helens
Inspection number	778355
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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.

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.

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