

Inspection date

Previous inspection date

20/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder provides a welcoming home in which children are secure, happy and confident to express themselves.
- The childminder ensures that her home is clean and safe. She gives suitable priority to monitoring children's safety and making sure that they know and comply with safety rules as they develop growing independence.
- The childminder has a secure understanding of how children learn best through play. She purposefully plans a broad range of fun activities and makes, generally, good use of spontaneous opportunities to promote each child's learning.

It is not yet good because

- The childminder breached a requirement of registration by not having adequate public liability insurance in place.
- Children are not always given sufficient time and freedom to become deeply involved in activities they are enjoying. This lessens their opportunities to be active, independent learners.

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 living rooms and kitchen.
- The inspector looked at children's records, planning documentation, the childminder's self-evaluation form and policies.
- The inspector spoke with the childminder and co-childminder at appropriate times throughout the observations.
- The inspector also took account of parents' views expressed by letters and in person.
- The inspector conducted a joint observation with the childminder.

Inspector

Lynne Naylor

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged three and seven years in Walton, Liverpool. She works with a co-childminder. The whole of the ground floor is used for childminding. Currently, there is no outdoor play area. The childminder visits the park on a regular basis.

The childminder attends a toddler group. She collects children from the local schools and pre-schools. She operates all year round from 8am to 7pm, Monday to Friday, except bank holidays and family holidays. There are currently five children on roll, three are in the early years age group and two are school-age children. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that valid public liability insurance is maintained.

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

- provide children with the time and freedom to become deeply involved in activities and become active, independent learners.

Inspection judgements

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

The childminder works increasingly well with parents to identify and appropriately meet the needs of children. Before children start, she obtains some worthwhile information about their abilities from parents, which she uses with her observations to provide a suitable range of activities that generally hold their attention. She notes her observations of children's progress and with her co-childminder, they assess children's progress and plan the next steps in their learning. Records are regularly shared with parents, who are, therefore, increasingly well informed of their children's progress. On a regular basis, parents are beginning to add their views about what children can do at home. Children are seen to be working comfortably within the typical range of development expected for their age. A suitable tracking system is in place to monitor children's learning. This is beginning to help the childminder to identify any gaps in their learning and make plans to fill them.

The quality of the childminder's teaching is generally good. Children are generally well supported to gain good skills in listening and speaking and in their physical, personal, social and emotional development. The childminder helps children to behave and play well together. Consequently, children are ready for the next steps in their learning, such as moving on to school. The childminder plays alongside children, which helps to hold their attention and suitably supports some parts of their development. For example, children develop listening skills as they pour water from watering cans and like the sound to rain falling. They make marks on doodle boards, which supports their early writing skills. Children develop a sound interest in literacy as they look at books and listen to stories.

The childminder carefully organises some interesting adult-led experiences with a clear focus on what she wants children to learn. For example, she plays alongside children with twigs, real leaves and plastic leaves, sand, compost, pebbles and toy animals in a plastic pod with a lid. As they play, children are supported to appropriately use mathematical language. For instance, they compare the heights of toy giraffes and identify the biggest and smallest dinosaur. They name animals and talk about habitats, which increases their awareness of nature. However, children are not given sufficient time during or after the planned teaching to explore things at their own pace, and become deeply involved in their play. This reduces their ability to initiate and extend their own learning.

Children use a wide range of battery operated toys, which successfully encourage their coordination and raise their awareness of technology. Older children refine their mathematical skills as they program the floor robot to move in different directions. Children enjoy a wide range of outings that complement their learning. They exercise and practise climbing skills on park equipment and in the soft play area at the museum. Children walk to places, such as the library, toddler group and the parks. They collect and handle natural items, such as leaves and twigs, which enhances their understanding of nature. These first-hand experiences effectively help children to understand their community and the world in which they live. Children are beginning to learn about their own culture and those of others from stories, conversations and listening to songs sung in different languages.

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

Children are able to feel secure with the childminder, who uses information from parents about their likes, dislikes and routines to help them settle in. The childminder forms warm and caring relationships with the children. She plays alongside and supports them individually. She provides a stimulating and welcoming home with good quality toys, which support children's all-round development and emotional well-being. Accessible toy boxes labelled with pictures enables children to select and return toys, which successfully develops their self-help skills.

Children have a basic understanding of risks and how to manage them. They routinely follow appropriate hygiene and safety practices. For example, they wash their hands before eating and learn safe pavement skills when on outings. The childminder plans nutritious lunches, with her co-childminder, which meet children's dietary needs. Meals are

very nutritious and cooked daily on the premises from fresh ingredients by the co-childminder. The childminder sits with children at lunch time and supports them to feed themselves, which develops their independence. She promotes children's awareness of healthy lifestyles. They talk about health and hygiene as they wash their hands. Children know why they put on their aprons and chef hats before handling food. They confidently help the childminder to prepare foods for their snack. Children use a knife safely to cut and share nectarines and pears. They also maintain a healthy lifestyle through regular exercise while on outings.

Children are broadly prepared for the next stage in their learning, such as nursery or school. This is because the childminder helps them to develop an understanding of acceptable behaviour. She also helps them become competent at managing their personal needs relative to their ages. Children's ability to concentrate and follow instructions increases as she plays games with them. The childminder also promotes children's interest in reading and counting in preparation for school.

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

The childminder's knowledge of the Early Years Foundation Stage safeguarding and welfare requirements is sound. She is fully aware of her responsibility to safeguard children. Having previously attended safeguarding training, she has clear procedures to follow should she have any concerns. Everyday, the childminder visually checks that her home is suitable, safe and clean before children arrive. Throughout the day, she also works closely with her co-childminder to monitor children to keep them safe. Together, they maintain a clear risk assessment record. Outings are organised safely and each type of outing is covered in the written risk assessment record. Suitable policies and procedures are implemented consistently, with the childminder sharing responsibility for completing the required record keeping systems.

The childminder is fully aware of her abilities and has identified areas where she can develop her strengths. She works well with her co-childminder to evaluate and develop their service. Most of their plans for improvement are self-identified but they are open to the views of parents. However, at the time of inspection, the childminder did not have public liability insurance, which is a requirement of registration. The childminder mistakenly thought she was covered through her co-childminder. She took immediate action to rectify this misunderstanding by taking out her own insurance by telephone during the inspection.

Children move freely around the ground floor, choosing where and with what they would like to play. They easily do this because good quality toys and books are readily available to them. In the short time since commencing minding, the childminder has introduced suitable ways to observe, assess and plan for children's development. Similarly, a useful tracking system is available to identify any circumstances where interventions may be needed. The childminder is clearly aware of the benefits of working with others to support children's continuity of care and learning. Parents access good quality information about the way the childminder works through informative policies. They then sign to say they

have read them. Parents receive plenty of information about their children's care and daily activities verbally and written in a daily diary. The childminder's communication with parents is increasingly focused on extending children's learning and development.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY457493
Local authority	Liverpool
Inspection number	912207
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
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.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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