

Inspection date	26/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- The childminder effectively meets each child's unique care needs in a safe, secure and caring home.
- The childminder has a secure understanding of the seven areas of learning and how children learn best through play. She encourages children to be active, independent learners.
- The childminder thoughtfully organises her home to provide children with independent access to a broad range of toys and books.
- Aspects of partnership working with parents are very good. Parents provide valuable information about their child's abilities in the prime areas of learning, which significantly helps to identify starting points.

It is not yet outstanding because

- Some aspects of partnership working with parents are still developing, as the beneficial systems to obtain ongoing information from parents about their child's abilities at home are still being embedded.
- Maximum use is not yet made of opportunities to raise children's awareness of the cultures of others.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 room and in the dining area of the kitchen.
- The inspector looked at children's records and learning journeys, planning documentation, the childminder's self-evaluation and policies.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector also inspected the playroom, first floor bathroom and rear garden.

Inspector

Lynne Naylor

Full Report

Information about the setting

The childminder was registered in March 2012. She lives with her husband and two children aged 11 and seven years in Fazakerley, Liverpool. She uses the whole of the ground floor and the first floor bathroom for childminding. Children have access to the garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She cares for children on weekdays from 7.30am to 5.30pm, all year round. She currently has one child on roll in the early years age group.

What the setting needs to do to improve further

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

- build on the partnership working with parents to extend the ways they can contribute their views about children's learning
- make greater use of opportunities within activities to promote respect for diversity from an early age, for example, extend the range of music playing to cover other cultures and languages.

Inspection judgements

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

The childminder bases her practice on a secure knowledge and understanding of how to promote the learning and development of young children. She provides an educational programme that effectively covers the seven areas of learning. It provides interesting and challenging experiences that meet children's needs from their first day. This is because it is based on accurate assessment of children's prior skills, knowledge and understanding. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their progress. Useful systems to encourage parents to exchange on-going information about their child's learning at home have been implemented. They are beginning to positively impact on the outcomes for children.

Children's good progress in the prime areas of learning ensures that they have the key skills needed for the next steps, including other settings where appropriate. Babies display the characteristics of effective learning. They are effectively supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development. The childminder carefully observes babies and provides a verbal commentary during activities, which encourages their communication. She talks to babies about what is happening, for example, when preparing lunch, so that they can link words with actions. She acknowledges and sometimes gives meaning to their babbles, which enables babies to practise and develop speech sounds.

Babies mathematical skills successfully increase as they play peek-a-boo, which helps them understand that things exist even when out of sight. Toys are purposefully arranged to stimulate interest and actively encourage mobility, for example, babies reach out to grab a toy mirror. Babies have good access to toys with buttons that activate sound and light. They play and actively explore with what they find. The childminder encourages

babies to understand the world; she holds babies up to look at trees through the window and provides tactile objects for them to explore. Resources are varied and some books reflect difference and diversity and help older children learn about the wider world. However, opportunities to raise the cultural awareness of babies are missed, for example, they listen to nursery rhymes but not from a range of cultures and languages.

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

The childminder finds out as much as she can from parents about children's likes, dislikes and routines and takes care to use the information. This ensures that routines are familiar and comforting and enables babies to feel very secure and settle well. Children demonstrate a secure attachment to the childminder, who promotes their well-being and independence.

Each child's individual health, physical and dietary needs are met to a high standard. For example, babies' bottles of milk are made fresh as required and the weaning process carefully follows the request of parents. Babies nutritional needs are well met as they taste new foods, such as porridge and fruit puree. The childminder talks about different foods and healthy eating while feeding new tastes and textures to babies. The childminder promotes healthy lifestyles. She talks about health and hygiene as she follows hygienic nappy changing routines and gets babies prepared for sleep. Sleeping arrangements are discussed and agreed with parents, so each child is able to rest or sleep according to their individual needs and parents' wishes.

Children play in a stimulating, well-resourced and welcoming environment, which supports their all-round development and emotional well-being. The childminder acknowledges the verbal and non-verbal communication of babies and children. She allows children time to investigate on their own but knows when to offer help. The childminder gives a high priority to the safety of children. Babies demonstrate that they feel safe and secure with the childminder as they happily investigate items. Their early investigative and curiosity skills are promoted through the use of a wide range of resources, including shape sorters, textured toys and treasure baskets filled with different items, such as sponges. Regular outings to the toddler group are purposefully planned to help babies to develop confidence and independence as they become aware of others. This helps them to prepare for the next stage in their learning, such as nursery or school.

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

The childminder efficiently manages her service through following clear procedures and maintaining accurate records. These ensure that children are kept safe, protected and supported. She has a good awareness of child protection gained through recently attending a workshop. She demonstrates a clear knowledge of the indicators of abuse and how to work with other agencies. Everyday, the childminder follows a useful checklist to help her visually check the home is suitable and safe for children. Her written risk

assessment clearly identifies risks in the home and garden and is regularly reviewed.

Since registration, the childminder has made very good progress to develop a service that effectively meets the unique needs of babies. The childminder's drive for improvement is demonstrated by her commitment to audit all aspects of her practice. Most of her plans for improvement are self-identified but she is open to the views of parents. She also meets regularly with other childcare professionals to discuss related issues. The childminder is working towards a professional qualification, which is helping to improve her knowledge, understanding and practice. She has devised and put in place some very clear systems for the assessment of children's progress to the early learning goals. Currently, there are no children who attend other early years provisions. However, the childminder demonstrates a strong commitment to working in partnership with other settings when the need arises to support children's continuity of care and learning.

Parents access good quality information about the setting through informative policies. They receive plenty of information about their children's care and daily activities verbally and written on a daily diary sheet. Children make good progress in their learning and development due to the childminder's secure understanding of the learning and development requirements.

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. 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	EY444634
Local authority	Liverpool
Inspection number	787685
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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 that are usually their 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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