

Inspection date

Previous inspection date

03/10/2012

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	1
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 enthusiastic attention provided to the very young children ensures that they are forming extremely strong bonds in this superbly emotionally enabling environment. Children's specific care needs are known and superbly attended to.
- Teaching is rooted in a very good knowledge base and the childminder uses assessment effectively to ensure children make good progress across their development. The thoughtful organisation of the learning programme ensures that children are provided with an activity programme that has depth and breadth across the seven areas of learning.
- The childminder has a comprehensive understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage. Detailed policies are implemented consistently to promote the children's safety and the thoughtful organisation of resources and the premises ensures they have a safe and enjoyable learning and care experience.

It is not yet outstanding because

- The engagement of parents in the record keeping of the children's learning is not yet fully embedded.
- Although the childminder's self-evaluation and planning for future improvement correctly identify areas for development, it is not yet utilised to full effect.

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 interactions and activities in the main lounge, joined the children during their lunch in the dining area and viewed the additional resources available to children in the conservatory and art area and garden.
- The inspector spoke with the childminder at appropriate times throughout the observations and whilst the children were resting.
- The inspector looked at children's learning journeys, children's assessment records and planning documentation, a selection of policies, children's records and discussed with the childminder her arrangements for self-evaluation and plans for future improvement.

Inspector

Frank Kelly

Full Report

Information about the setting

The childminder was previously registered for several years before taking a break and was re-registered in 2012. She lives with her husband and three children aged seven, six and five years in the Whiston area of Merseyside. The whole of the ground floor and a bathroom on the first floor of the childminder's house are available for childminding

purposes. There is a fully enclosed outdoor play area to the rear of the property.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to provide care for three children under eight years. Of these, all may be in the early years age range. There are currently three children on roll in this age range. The childminder provides a flexible service from Monday to Saturday each week. The childminder holds a degree primarily based in child development. She is a member of National Childminding Association 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:

- refine the ways that parents contribute towards the planned or emerging next steps for children's learning and development. For example, by encouraging parents to add their comments on the children's learning and development records and summative assessments
- develop the self-evaluation process so that there is a more rigorous system to support the identification of priorities, plans for improvement and evaluation of any changes made.

Inspection judgements

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

The childminder's wealth of experience, academic qualifications and enthusiasm for her chosen profession is reflected in her very secure knowledge and understanding on how to support children well in their quest to learn. Children are afforded a great deal of attention and the childminder has created an environment that is exiting and organised extremely well to meet the children's current developmental and learning needs. For instance, tactile floor coverings are provided as the childminder has identified that some very young children demonstrate a very-keen interest in exploring textures. Support equipment, such as sit up activity rings have been purchased specifically to support the children as they investigate the attached tactile animals and other resources within their grasp. This equipment aids young children to sit up for longer and build their physical strength and balance, whilst allowing them to concentrate on the toys and resources they are handling. Toys include those that make noises and react when buttons are pushed or flaps are lifted. They are placed so children are encouraged to crawl and turn to reach them. These resources provide the children with early problem solving experiences and promote their independent physical skills and exploratory nature. Books are chunky, attractively displayed in a basket and in small piles on the floor. They are easy for little fingers to handle and visually pleasing with vibrant images and tactile panels. The childminder makes the 'roar of a lion' and the children look at the picture with a delighted expression,

as they rub their fingers back and forth on the fur fabric panel that is the lions coat. There are a very good selection of resources suitable for the older children including role play equipment, dressing up clothes, threading frames and puzzles. Outside, the childminder has purchased two swings so that more than one very young child can enjoy the fresh air and exhilaration of swinging back and forth at the same time. She organises the equipment so the children are facing each other, so they can watch each other.

The childminder is clear about her aims for developing the children's prime areas of learning. She actively encourages the very young children's communication as she constantly chats with and engages the children. She uses lots of tones and facial expressions to engage children, which promotes their sense of well-being and encourages their early communication skills. She mimics their clicking noises, enthusiastically acknowledges their babbles and squeals, often repeating them. Musical instruments and songs, such as 'Twinkle twinkle little star' are used to introduce new vocabulary and encourage the children's developing grasping and coordination skills as they handle the different instruments. They eagerly explore them with their mouths and 'dither' with excitement when they make an unfamiliar noise. For example, they turn their heads from side to side in search of the delicate tinkling sound of the beads from within the maracas. They look wide eyed with amazement and delight when they realise they have made this sound, shaking the maracas all the more and giggling gleefully. The use of finger puppets and songs, such as five currant buns introduces children to a range of additional vocabulary and the rhythm of counting. Photographs and children's activity records show that older children enjoy a wide range of activities that promote the development of the prime areas of learning. When appropriate, the introduction of the specific areas of learning is fostered through colour recognition and early counting. The children have free access to a range of media, paints and other mark-making materials within the home. Trips out to the library and the zoo extend the children's understanding of the world and reinforces aspects of literacy. They also extend the children's vocabulary and opportunities to engage people in the community and differing social situations, which builds their confidence and self-esteem.

The childminder has several very secure methods for assessment and the planning for children's future learning and development. She engages parents in detailed information when children first start. Over the first two weeks, the childminder makes several observations to gain an overview of the children's current stages of development and uses these, along with the expected age and developmental bands within the Development Matters document to form a base line assessment. From here she identifies the aspects and areas of learning she intends to focus on to support the children. For example, she identifies the need to encourage children to place their feet flat to support their future walking skills. However, these assessments although shared with parents are not yet including any comments or thoughts that the parents may have on the next steps for their child. That said, the childminder encourages partnership with parents through regular daily discussion and very pleasant and informative pictorial records of the activities that children participate in and what they enjoy. Secure systems are in place for the completion of the required two year check for those children in this category and for working in partnership with other professionals and supporting transitions. This demonstrates the childminder's commitment to meeting the needs of each and every child, recognising their current needs and starting points.

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

The childminder's home is welcoming and comfortable. A good range of books, dolls and other resources, reflect the diversity of today's wider society. It contributes to creating an inclusive environment and provides the children with opportunities to explore the lifestyles and customs of communities other than their own. At present the childminder primarily cares for very young children. Children are very much at ease in her home and benefit greatly from the excellent well-organised attention afforded to them by the childminder. She is skilled at ensuring that individual children are given good one-to-one attention whilst supervising and when necessary, engaging the other children to help to keep them safe. She provides children with good opportunities to take risks in a controlled manner and without taking over. Consequently, children are developing their physical skills and coordination whilst satisfying their exploratory impulses. For example, she sits on the floor with some children encouraging them to handle different musical instruments. In the mean-time other children are rolling over, pushing themselves up and reaching determinedly to pull open the door of the play cooker. The childminder watches closely to ensure that no child is in danger of injuring themselves but allows them the space and time to follow their intended actions. She applauds and celebrates all children's achievements boosting their confidence. The childminder is a very good role model and even with very young children helps them understand about boundaries. For example, she explains in a soft but firm tone that they need to release the mini drum, as they may hurt themselves or each other when waving the drum around. On removal of the drum she provides an alternative toy for the children to explore.

The attentive supervision and frequent play is part of the well-established routines within the home that follow the children's own natural rhythms and patterns. The childminder is aware of the subtle differences in the children's demeanour, discussing knowledgeably when they are tired, hungry or teething. Rigorous hygiene routines are followed when changing the children and any medication or treatment is applied in consultation with parents and follow the requirements of the Early Years Foundation Stage fully. Children feel safe as they are alerted to changes through simple actions. For instance, the childminder counts 'one, two, three', before she places the children down on the changing mat, or places them back into a standing position. The children are clearly familiar with these routines as their smiles demonstrate an anticipated change as she begins to count. This provides the children with an opportunity to feel in control and make their wishes known. It helps to prevent them becoming startled or distressed. Children's health and dietary needs are extremely well attended to. The childminder works closely with parents to ensure that allergies and children's specific weaning needs are fully met. She independently undertakes further research to ensure that she is fully familiar with any specific conditions. Meals, such as pasta and tomato sauce are freshly prepared to ensure there are no inappropriate ingredients or additives, such as salt. Meal times are sociable and fun times for the young children. They sit at the table and join with the childminder's own children depending on what time of the day it is. Babies are kept clean, comfortable and refreshed throughout.

The effectiveness of the leadership and management of the early years

provision

The childminder demonstrates a very clear understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. Her home is clean, tidy and secure. Equipment is of a very good quality and thoughtfully organised to promote the children's safety and well-being. For example, babies are based in the lounge away from the toys and resources that have smaller parts, to avoid choking hazards. Access to areas which provide a child height breakfast bar, art and other creative materials and the toilet, enhances the older children's enjoyment and independence in a safe manner. Risk assessment is in place and safety equipment has been fitted. For example, there is a padded bumper cover around the television table and 'door slammers' on doors. The childminder undertakes simple actions to keep children safe as they become more mobile. For example, she places a travel cot/playpen in the hallway at an angle that allows the children to view her and she them, whilst she prepares their lunch. Outings are well organised and relevant equipment is taken to promote the children's safety in case of an accident and to ensure their individual needs are met during the outing. The childminder has devised an excellent key fob that contains essential contact details of the children with her on that trip, and includes the children's medical needs or allergies. This is to alert any emergency services to protect the children in case the childminder becomes unwell or has an accident whilst caring for those children.

Self-evaluation is used to identify areas to improve the childminder's delivery of her service by updating her knowledge. For example, she has attended training regarding the revised Early Years Foundation Stage and adapted her assessment and other documents. However, it is not yet rigorous enough to be a really useful tool. The childminder confidently conveys her plans for the future including the establishment of an improved learning environment in her garden and the further engagement of the views of parents and children. Partnership working with parents is actively encouraged and facilitated through a variety of ways. Information about how her setting operates is provided in a several ways. For instance, the displays in the home show regulatory information and the childminder uses media, such as text messaging to keep parents updated during the day. A well-presented photo record of the children's first day is presented to parents on collection of their child and regular updates to children's learning records are in place. The childminder communicates her understanding of the importance of engaging parents and strives to refine the ways they are included further.

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
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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	EY444399
Local authority	Knowsley
Inspection number	790078

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
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 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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