

<b>Inspection date</b>	31/10/2012
Previous inspection date	10/07/2007

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 home is organised well with equipment presented well. Children have access to a wide variety of toys and activities that support their all-round development.
- The warm and interested interactions from the childminder support children well. They have secure attachments with her, so that they feel safe and confident in her care.
- The childminder has a sound understanding of the safeguarding and welfare requirements and takes secure steps to promote the safety and well-being of the children.

#### **It is not yet good because**

- Children's learning journeys are incomplete. They provide parents with a record of the activities that children participate in but do not yet include plans for supporting the next steps in children's learning.
- The childminder is not yet fully familiar with the prime and specific areas of learning and how best to use supporting documents, such as 'Development Matters for the Early Years Foundation Stage', to help her identify children's developmental pathway.
- The systems for self-evaluation and monitoring of the provision are not sufficiently robust to ensure that there are identified priorities and plans for improvement.

## 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 spoke with the childminder at appropriate times throughout the observations.
- The inspector observed interactions and activities in the main downstairs room and kitchen.
- The inspector looked at children's learning journeys, a selection of policies, children's records, correspondence from a parent and information received by Ofsted prior to the inspection. He discussed with the childminder her arrangements for self-evaluation.

## Inspector

Frank Kelly

## Full Report

### Information about the setting

The childminder was registered in 2000. She lives with her partner in Halewood, Liverpool. The whole of the ground floor, with the exception of the conservatory and dining room, is used for childminding. There is an enclosed area at the rear of the home available for outside play. The childminder is able to take and collect children from local schools.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She has eight children on roll, of these one is within the early years age range. She is also registered to offer care to children aged over five to 11 years.

The childminder is a member of the National Childminding Association and receives support from the local authority.

### **What the setting needs to do to improve further**

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

- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to securely plan the next steps for each child.

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

- increase familiarity and awareness of the seven areas of learning to support the planning for a full broad based curriculum. Consider undertaking additional training and using guidance documentation, such as 'Developmental Matters in the Early Years Foundation Stage', to achieve this
- develop the self-evaluation process, so that there is a thorough system for careful monitoring and analysis of the service. Consider how the views of parents and children can be used effectively to support the identification of priorities and make plans for improvement.

### **Inspection judgements**

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

The childminder is warm and engaging with the children. She sits and plays with them, asks questions and shows interest in what the children are doing. The childminder's day to day interactions and organisation promote and extend the children's learning. For example, she talks with the children about the characters in a box of stickers and introduces new language, such as Beefeater guards. Photographs of the children are displayed in the main playroom. The childminder, much to the delight of the children, sings songs with their name in. Consequently, children's sense of belonging is being actively promoted and they are happy and at ease with their carer.

The childminder is still familiarising herself with the recently revised seven areas of learning and so is hesitant when asked about the differing categories. This means that her arrangements for the planning of activities are not securely embedded. Her organisation of resources and toys ensures that she provides a curriculum that has breadth, although, it lacks depth due to her insecure knowledge about the prime and specific areas of learning. Assessment arrangements for identifying children's learning and development is underway. This provides an overview of what the children have been doing and there are some links to the previous areas of learning and a record of parents' comments. However, this system does not yet include any information about the plans made for supporting children's next steps in learning. As a result, the childminder is not able to help children to make as much progress as they can and opportunities to engage parents further in their child's learning are being overlooked. The childminder is aware of the need to establish a system for the required assessment for two-year-old children and has obtained sample documents and the relevant guidance documentation to increase her familiarity with carrying out this new requirement.

On a daily basis, children enjoy access to toys and activities that capture their interest and support their all-round development. They seek the doll and place her in the buggy, wheel her around the home and into the play tent. This encourages children to practise their physical skills and learn to judge how to move through tight spaces. The childminder encourages the children to be gentle with the dolls, which helps them to develop their care and concern for others. For example, by praising the children when they pat the dolls back. Children enjoy access to creative materials and show very good control for their age, as they use a pen to create marks on their picture. Problem solving skills are encouraged through the regular completion of simple puzzles and inset boards. In the garden, there is a range of resources that promote the children's physical activity and play. These include a slide to climb, sand and water trays to play in and hoops and balls to chase and throw. Children gain regular opportunities to gain fresh air as the childminder takes them for walks in the local wooded areas.

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

The organisation of the childminder's home and the way she interacts with children is contributing to supporting their development, although, this is generally instinctive and not always planned. For example, activities, such as feeding the birds, provides children with opportunities to practise early counting and use language about size, while learning about the natural world. The childminder counts, one, two, three with the children as they throw the bread and she then asks 'will it be the big or small bird that comes first?' This gentle and supportive interaction keeps children interested and wanting to learn new things.

The childminder engages parents before children start at the setting to ensure that she has the relevant information about their immediate care needs. Children rest when they need to and the childminder uses her observations of them to reorganise her routines to meet their changing needs as they grow. For example, the routine for children arriving

around mid-day was changed, so that they now have a chance to play with the toys and activities before having their lunch. This means that the children have the opportunity to contribute to the organisation of their day and have a say about what they want to do and when. They now readily prepare for their lunch after having some fun.

The childminder's home is suitably organised to keep children safe and she supervises them well, so that she can gently prompt them and draw their attention to possible hazards. For example, she warns them about the danger of walking backwards or of moving around while eating. The childminder uses daily routines to encourage the children's understanding of promoting their own personal hygiene as she encourages them to wipe their hands before snack. Children bring packed lunches provided by parents and the childminder ensures that they have a range of healthy snacks, such as fruit. They have access to a cup of water throughout their play, which they seek regularly to keep them refreshed.

Information about children's cultural needs is obtained and used to plan appropriate care in relation to dietary needs, customs and special celebrations. Books and other play resources reflect the wider diversity in today's society and this helps to promote an inclusive atmosphere. The childminder has systems in place for the engagement of other providers, such as school, should children receive shared care.

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

The childminder has a selection of suitable policies and procedures, which underpin her service and demonstrate her secure knowledge of the welfare requirements of the Early Years Foundation Stage. The Local Children's Safeguarding Board's recommended policy has been adopted. The childminder demonstrates a secure understanding of potential signs and indicators of abuse and the steps she should take to report any concerns about children at risk. Safety procedures are in place, such as ensuring parking near the school and pavement are in place. Risk assessment has been conducted to identify potential risks in the home and safety equipment is fitted as required. For example, smoke detectors and a fire blanket are appropriately sited. A fire evacuation procedure is in place and has been practised with the children on two occasions this year. Children are supervised closely and the home is kept secure.

Since the last inspection, the childminder has undertaken additional training, such as assessment in the Early Years Foundation Stage and she has ensured that her first aid training remains current. Policies, such as the one for complaints, has been amended to reflect the change in Ofsted's contact details and provides parents with an outline of what to do should they have any concerns. The childminder communicates intended improvements, such as attending further training to increase her knowledge about the recent revisions to the Early Years Foundation Stage. She has sought support and guidance from the local early years team and is aware of the need for a more rigorous system for self-evaluation. The views of parents have been sought via a questionnaire and the childminder exchanges information daily with parents. However, as yet, this

information has not been effectively used to make positive changes to the childminder's practice. There is no action plan or proposed timetable developed to help the childminder ensure identified improvements are put into practice and no way of tracking or monitoring the effectiveness of any changes made. As a result, self-evaluation is not robust and does not help the childminder to ensure that positive improvements can be consistently made, in order to raise the overall quality of practice.

### 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

<b>Unique reference number</b>	313068
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	883561
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/07/2007
<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 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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