

### Inspection date

15/01/2013

Previous inspection date

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

- The childminder is very good at helping children explore their play without taking over. She models new experiences, so that they understand how they might use toys, which encourages them to become confident explorers of their world.
- Strong bonds between the childminder and the children have been formed. They feel confident and relaxed in her company, which promotes their sense of well-being.
- Children's language is supported very well as they sing songs and listen to stories. Their language for speaking and thinking is effectively encouraged through the regular discussion, which includes the introduction of lots of new or less familiar words.
- The effective engagement of parents means that the childminder is very aware of the children's specific needs and preferences. She meets them well, and organises her home effectively to provide children with safe and free play space.

#### It is not yet outstanding because

- Children's creativity and access to paints and other materials are sometimes limited, by the planned adult-led art activities.
- The opportunities for children to explore the similarities and differences between their own and other people's customs, are not yet fully embedded; and the toys and books that provide positive images of disability are not as readily available as they could be.

## 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 two main downstairs rooms and the kitchen. He viewed the garden and discussed with the childminder the steps, which she takes to promote children's learning and safety when in this area.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- During the inspection, the inspector viewed children's assessment and planning records, photographs of them playing, regulatory documentation regarding their details, a sample of policies, risk assessments and safety procedures.

## Inspector

Frank Kelly

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children, one an adult and the others aged 12, eight and two years, in a house in the Gateacre area of Liverpool. The whole of the ground floor with the exception of the utility room and two bedrooms and the bathroom on the first floor are used for childminding.

There is an enclosed rear garden for outdoor play. The childminder collects children from the local schools and pre-schools. The family has a pet dog

There are currently three children on roll, all of whom are in the early years age group. They attend for a variety of sessions, including one child who is school-aged, who attends before and after school. The childminder provides care all year round from 7.45am to 6pm, Monday to Friday, except for family holidays. Provision for overnight care is also available. 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 further improve the quality of the early years provision the provider should:**

- provide a greater range of resources and sensory experiences to enable younger children to independently explore colour, texture and space; allow opportunities for older children to mix colours, join things together and combine materials
- refine the opportunities for children to develop their understanding of the world by: extending the range of resources, such as cooking utensils from around the world in the role play equipment; exploring similarities and differences when celebrating a range of practices and special events and increasing the images and opportunities to explore disability and lifestyles.

### **Inspection judgements**

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

The childminder organises her home very well to provide the children with lots of space to move, play and have fun. A suitable selection of toys, books and puzzles are stored in boxes at a low-level, so children can pick and choose what they want to play with. This allows the children to make choices and encourages their natural curiosity. Children are busy throughout their day and the childminder plans extra activities and some surprises that allow them opportunities to practise familiar skills and learn new things. For example, they fit puzzles, which encourages their problem solving skills and encourages them to practise their hand-to-eye coordination. To ensure that children spend time at these types of activities, she provides ones that have images and shapes of favourite things they are currently interested in, such as, trucks, cars and other vehicles. During a natural break in the children's routines, the childminder sits on the floor and invites them to help her open a box with new toys in it. They are excited and eager to explore the new kitchen set. She models and talks out loud about what things are used for, which helps them to understand

their use and make connections to things they already know.

Children enjoy immensely, the opening of packets to empty the different pieces out onto the floor. They practise fitting the plates in the drainer and enquire 'what is this?', while holding up a sieve. The childminder names each new piece of equipment and encourages the children to repeat and practise the words. When children begin to flick pancakes in a pan, she uses the word 'flip'. Children delight in this new word and repeat it several times as they do the action. They enjoy the praise received for their good catching skills and the repeating of words. This approach for extending the two-year-old children's language is one of many effective ways that she supports their language for talking and thinking. When looking at books, she enquires 'what can you see and where is the clock?' Children's range of vocabulary is extended as she encourages the children to name the different vehicles and extends their answers by adding yes 'it's a red car; a big fire engine'. Songs and jingles encourage the use of rhythm and allow children to be physically active jumping and stretching their arms and legs as they do the actions to songs, such as 'sleeping bunnies and tigers.' Consequently children's progress in their prime areas of development is strong.

Throughout all activities planned, the childminder looks for ways to promote the prime areas of learning. She encourages the children's self-help skills as they feed themselves and help to tidy up. Sensitive support helps the children begin to learn about turn-taking and promote their physical skills. For example, she encourages them to take turns to each fit a figure into the pirate ship swing. When they begin to pass a ball back and forth to each other in the snug, she suggests as if thinking out loud, that there might be more space in the lounge. Children respond and enjoy their game more as they can use greater vigour when rolling the ball towards each other.

The childminder plans variety in her activities by creating a termly chart. This is a flexible activity plan and is used to ensure that children receive a varied learning experience. Children enjoy activities and play experiences in and outside of the home. Older children enjoy writing their names and messages on card and paper or baking Halloween biscuits. There are plenty of arts and craft activities and children do lots of things, such as decorating Christmas trees or making 'snowy' pictures with cotton wool and glue. They have pencils for colouring in. However, much of these activities are adult-led as the children are provided with adult drawn shapes or pre-printed colouring books. This lessens the children's opportunities to explore the texture of materials, how they can be joined together or express their own ideas with paint and other media more freely.

Children's development and learning is well supported as the childminder uses her observations of what they are doing; to plan activities that will support the individual child's next steps in their learning and provide new challenges. When children first start, she seeks information from parents about what they enjoy and can currently do. She uses this as a basis to plan future learning. Children currently attending have been cared for, for four months and she has just completed a summary of their development. She is about to share these with parents, so that they can add their ideas and comments about what their children can do. The childminder engages the parents with daily discussions and written update sheets with notes about the children's day.

To plan and assess children's learning, she uses suitable guidance documents, such as 'Developmental Matters in the Early Years Foundation Stage.' This helps her to identify if the children are operating within the typical range of development expected for their age and starting points. The childminder plans to use a similar format to provide a two year development check as required by law. She understands the importance of such a check, as a way to engage with parents and support children to receive the necessary support they may require. For those children, who attend school, she has a sound system for sharing information about what they have been doing, so as to complement and enhance their learning in school.

Children are happy and eager to learn and try things while in the childminder's care. They understand how things work, such as the siren on the fire engine. Young children are well supported for their next stages of learning. Good support for babies allows them to develop their physical skills, which provides them with the ways to move, so they can reach and explore on their own. Outings to local groups provide children with chances to meet new adults and make friends with other children. This helps them to develop their confidence and build their social skills. It helps them learn how to react in different situations and supports their confidence. Pictures show that children build with giant blocks, attend activity groups and play in the garden, so that they try things in different ways.

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

The childminder has very good ways to engage parents and share important information about children's needs and requirements. Children's routines are known and well attended to, and she talks regularly with parents to share and support them as they make transitions in their development. For example, when babies start to eat solid foods. Children attend a series of visits before starting and because of this, they are relaxed and at ease in the childminder's care. The strong bonds formed means that the children confidently snuggle in next to her when she sits on the floor and stand close, touching her arm as they share a book.

Children are kept safe through a well-organised home and good supervision. They are well supported to learn about safe practises as they are gently reminded about the potential dangers of running across the room. The home is clean and the childminder implements good hygiene practices to help minimise the risks of infection. The younger children use wipes regularly to clean their hands and a poster with pictures about how to wash hands properly is displayed for older children to follow in the toilet. Regular outings to the park and an activity group provide the children with chances to use different equipment and build their large muscles, flexibility and stamina. Meals and snacks are provided that support children to try a range of foods and textures, including wholegrain breads and fruit. The childminder praises the children for eating so well and talks about the vitamins in the fruit, keeping them well. Children are very well behaved as the childminder provides them with a calm and polite role model. For instance, they say 'more please' when asking for extra cotton wool. Stories about a rabbit and the things he is doing are shared with children as a way of extending their understanding of being kind to each other and friendship.

The childminder has a range of resources that represent the wider diversity within today's society and that reflect those with differing physical features or disability. However, some are not as readily available as they could be. For example, cooking utensils from differing cultures to complement those already available. The childminder plans activities that introduce the cultures and customs of other people, such as Burns night and Chinese New Year. The childminder acknowledges that the organisation of resources and the ways, which she supports children to extend the ways they explore the similarities and differences of cultures and social groups could be improved. For example, by drawing the children's attention to the similarities in celebrations, such as the types of gifts given and the food eaten.

The childminder demonstrates a good understanding of the ways she should work with other professionals or services. To promote the individual needs of children to ensure that they get the best support. She has previous experience of working with other professionals and agencies and is proactive in her approach to support wider groups of children with specific needs. For example, she has completed a range of British Sign Language training and is currently working towards the next level.

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

Children's safety and safeguarding is given a priority in this home. The childminder demonstrates a good understanding of her responsibilities and the steps, which she needs to take to meet the welfare requirements of the Early Years Foundation Stage. In doing so, she helps to protect children and keep them safe. She has a system for checking her home on a daily basis and has completed risk assessments for the home and all the places she visits with the children over the course of the week. Safety features in place help minimise the risks to children, for example, safety gates restrict access to the kitchen. Toys and equipment are of a good quality and children are supervised very closely without their fun being restricted.

She is familiar with potential signs and indicators of possible child abuse or neglect and confidently discusses the steps of how and who she should report any concerns to. A parental pack includes copies of all the childminder's policies, so that they understand how and why she does things to promote the children's good health and their safety. Fire safety equipment is in place and she has practised the evacuation procedure with the children. This allows the childminder to assess the effectiveness of her procedures and supports the children to understand what to do in the event of an emergency.

The childminder demonstrates she is committed to ensuring that she maintains the high standards she wants to provide for the children she cares for. She has a clear vision of the things, which she needs to do to improve her service. She consults with the local authority team and other childminders to help keep up to date with changes; using information gained as part of the way that she reviews the education programmes, which she provides. She is currently improving her knowledge about how to promote young children's language by attending a 10 week course.

A written self-evaluation form has been prepared. It is brief but outlines her view of her service and the areas, which she intends to improve. She has sought the views of the parents through questionnaires and children are given choices about what they do during their day. The childminder talks with the older children about the things, which they would like to do after a long day at school as part of her planning for activities.

The childminder is very open and honest with her parents. For example, she prominently displays a notice informing them of her forthcoming Ofsted inspection. It includes the inspector's contact details should they wish to share their views about her service. Good information about her service is displayed throughout the home and all required consents and information relating to children has been obtained and held. Parents are made aware of the ways that the childminder works with other professionals and services to support all children, including those with special educational needs and/or disabilities; to promote the best interests of each child and ensure that they are not left behind or disadvantaged.

### 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>	EY448822
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	807700
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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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