

Inspection date

Previous inspection date

23/01/2013

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 demonstrates a good understanding of children's individual needs and interests and the educational programmes cover all seven areas of learning.
- The childminder plans interesting activities that engage children in active learning. She skilfully supports independent thinking by following and extending children's own ideas.
- Children feel safe and secure and form strong attachments to the childminder. They are happy and confident in their environment.
- The childminder makes effective use of local facilities to provide additional experiences for children.

It is not yet outstanding because

- Self-evaluation is not yet fully developed and therefore does not sufficiently identify the strengths and weaknesses of the provision in order to inform future development of the setting.
- Most resources are not accessible to the children and do not fully represent the diverse needs of individuals, such as, disabilities. This limits children's opportunities to learn about physical differences in people.

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 a variety of activities in the playroom and the kitchen.
- The inspector looked at various documentation, including policies, parental views through questionnaires and children's learning records.
- The inspector held discussions with the childminder throughout the visit.
- The inspector looked at the areas of the premises used by the children

Inspector

Joanne Jump

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register, as well as both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their three children aged 14, 10 and 1 year. They live in the Walton area of Liverpool. The local area offers a children's centre, local farm, library, shops, schools and parks. The family has a pet dog. The childminder has a childcare qualification at level 3 and has 20 years experience working in both the Health and Education sectors.

The children have access to the whole of the ground floor which includes the lounge, kitchen, dining area, and playroom with toilet and hand washing facilities. There is an enclosed outdoor garden for children to access. The childminder cares for children on weekdays from 8am to 6pm all year round. There are currently two children on roll, both of whom are within the early years age range.

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What the setting needs to do to improve further

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

- develop the self-evaluation system to include views of the parents and children and to inform an action plan that addresses areas of practice to further develop
- improve children's experience in understanding the world by providing resources that reflect physical differences, such as, disabilities
- enable children to make more independent choices in their play, by storing toys and resources in open containers and at the child's height.

Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage and how children learn. Observations of children's play identify stages of development and the childminder uses the 'Development Matters in the Early Years Foundation Stage' guidance, to track children's progress. The childminder plans activities that support children's individual interests across all areas of learning and as a result, children are making good progress. For example, planned visits to the singing sessions at the children's centre enhance their interest in music and dance, promoting physical development and language skills. The childminder supports children's acquisition of language well, by using simple sentences relevant to the children's level of understanding and introducing new words to describe their actions. For example, she uses mathematical language to describe the bubbles, 'big' and 'little' and repeating 'pop' as the bubbles disappear when the children

touch them. She talks to them about what they are doing and repeats what they are saying using the correct pronunciation.

In the playroom there is a range of stimulating resources; however, opportunities for children to choose their own toys and initiate activities are limited. This is because most resources are stored on shelves in closed containers and the available resources are those chosen by the childminder. This limits the children's ability to make independent choices in their play. The childminder actively seeks new resources that challenge and interest children. She rotates toys in the playroom and makes good use of the local children's centre toy library. Resources, such as, story sacks provide additional experiences when listening to the story. Children snuggle up to the childminder as she reads and are keen to explore the props as they appear from the bag.

The childminder develops good relationships with parents and encourages them to share their knowledge of their child's interests and needs through 'all about me' books. Parents are provided with information on the childminder's professional background and minding service, through the initial information presented when children start. She offers opportunities for parents to contribute to their children's learning on the observation forms and she keeps them informed of their child's progress through daily diaries, conversations and learning records.

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

Children settle well with the childminder. Her sensitive and caring interaction with them ensures that secure, trusting bonds are formed. Children seek her attention and reassurance while confidently exploring their environment. Children develop their personal, social and emotional skills, as they learn to take turns during activities and share toys during play. When playing with bubbles they interact well with each other, taking turns to blow and pop the bubbles. Children's behaviour is good and they respond well to the childminder's requests. Children are valued and respected as their paintings, drawings and photographs are displayed on the walls. This provides children with a sense of belonging, enhancing their emotional development.

Children enjoy healthy home cooked meals and snacks, such as, soups, fruit, crumpets and raw vegetables. The childminder follows guidance from organisations such as 'Change 4 Life' and the 'British Heart Foundation', to support healthy eating. Children eat and drink independently while being closely supervised and supported when needed by the childminder. They sit together and enjoy social interaction during this time. They develop good hygiene routines as they are encouraged to wash hands before and after eating. Children have their own individual drawers to place their personal items in. Children are able to enjoy fresh air daily and gain physical exercise, as they walk to and from school, visit the park and the playroom has direct access into the garden area.

The childminder makes good use of local facilities. The children gain additional experiences and have the opportunity to develop social relationships with other children, during their weekly visits to playgroups and the childminding group at the children's centre. This enables the children to gain a wider understanding of their world; however

opportunities to learn about individual differences and disability is limited, as the childminder currently does not have sufficient, relevant resources.

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

The childminder has a good understanding of her role and responsibilities in meeting the Safeguarding and Welfare requirements. Well documented policies and procedures are in place and parents are required to read and sign these. She has awareness that not all parents speak fluent English and has procedures in place to assist should this situation arise. The childminder has attended safeguarding training and has a good understanding of what to do if she has concerns. Children's play is constantly observed to ensure they are safe in their environment and the childminder carries out written risk assessments, which include the use of public and private transport, the play environment and outings. This enables her to identify and minimise possible hazards to children effectively.

The childminder has only recently begun minding therefore self-evaluation is not yet fully developed. However, she is able to identify some areas for improvement in her setting and is actively seeking further training through the local authority. The childminder seeks the views of parents through detailed questionnaires and plans to include their comments in a development plan. Parents are happy and satisfied with the childminding setting as they make comments such as, 'I can go to work knowing my child is well looked after', and 'I enjoy reading the diary when I get home'. The childminder proactively gathers information and ideas from places of interest and incorporates these into her long term plans. These include outdoor activities such as, visits to a farm and nature scavenger hunts which she then adapts for her childminding. The childminder plans individual activities for children based on their interests over a two monthly period. These plans include activities that promote development in all areas of learning and this enables the childminder to record children's overall progress effectively. Assessments are completed monthly and provide an accurate view of the good children's progress children are making.

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
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		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	EY450509
Local authority	Liverpool
Inspection number	811987
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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