

<b>Inspection date</b>	04/02/2013
Previous inspection date	23/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- All children are settled, happy and eager to explore and learn. They are confident and show good independence and co-operation. They enjoy learning and are helped to gain the skills required to make good progress.
- The childminder has a good knowledge and understanding of how children learn and develop. She provides a range of activities, including visits to a variety of other settings, to support children's all round development.
- Children have developed secure, trusting relationships with the childminder who is warm and caring.
- Good relationships with parents ensure that children settle very well. A well thought out settling-in period ensures that children's needs are met very well and parents have a clear understanding of the service offered from the outset.

#### **It is not yet outstanding because**

- Number resources are not always used to best effect in the play environment to fully support and extend older children's creativity with numbers.
- There is scope to extend the monitoring of children's progress across all areas of learning to further enhance the identification of any gaps in their learning.

## 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 to the childminder at appropriate times throughout the inspection.
- The inspector looked at children's progress records, the childminder's self-evaluation form and required records.
- The inspector observed activities in the main rooms and the outdoor play area used for childminding.
- The inspector took account of written comments provided at the inspection from minded children's parents.

### Inspector

Denise Sixsmith

## Full Report

### Information about the setting

The childminder was registered in 1992. She works with another childminder and an assistant. She lives with her two children aged over 16 years in Mossley Hill, Liverpool. The children have access to the whole of the ground floor, which includes a downstairs toilet and hand washing facilities. There is an enclosed outdoor play area. The family has

two rabbits which are housed outdoors. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in the early years age group. The childminder offers care to children aged five years to 11 years. She provides care for children on weekdays, all year round, apart from her personal holidays. The Childminder holds a relevant childcare qualification and is a member of the National Childminding Association. She receives support from the local authority. The childminder takes and collects children from the local school and attends toddler groups in the area.

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

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

- introduce a wider range of number resources to encourage older children to be creative with numbers, for example, through the use of number lines which they can use readily in their own play
- build on the existing ways of monitoring and tracking children's progress across the areas of learning to better ensure that any required areas of support can be readily identified.

### **Inspection judgements**

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

The childminder has a good knowledge of how to promote the learning and development of young children. She fully recognises that they learn through play. Use is made of documents, such as 'Development Matters in the Early Years Foundation Stage' to identify children's stages of development and effectively support their learning. A learning and development record is in place for each child and contains observations, assessment and identifies the children's next stages in learning. However, the method of monitoring their overall progress is less well developed, which means it is not fully robust to readily show children's progress. The childminder has positive relationships with parents which ensures that she gains clear information about what children can do and the skills they have when they start with her. The completion of an 'All about Me' booklet and discussions with parents ensures that children settle well and their individual needs are met effectively.

Children's personal social and emotional development is promoted extremely well. Older children are loving and caring to the younger children, inviting them to sit next to them on the settee for singing time. They readily talk about the activities they have been doing at the weekend, like visiting a climbing centre with their parents, and talk animatedly about

the big castle and slide. They explain to the younger children when they are having lunch that, 'you keep your food until it cools down and you should try new food ten times to see if you like it'. Younger children learn about rhyme and rhythm as they thoroughly enjoy singing with the childminder. They sit on her knee and move forwards and backwards and as they sing, 'Row, row, row, your boat'. Children sing a tidy up song as they help to clear away the bricks and create some space in the playroom before lunch. They develop their language skill as they listen with enjoyment to the story about a monster while they huddle together in the sensory den. The children are developing good communication skills because the childminder talks clearly to them. She asks them open ended questions, which prompts a reply from them. Children take part in activities that promote their interest in simple mathematics as they sort and match objects by their colour. Younger children collect four coloured balls, match them to the coloured holes in the frame and then enthusiastically hammer them through the holes. The childminder has some number books and numerals on the shed door outside. However, there is less opportunity for older children to readily handle and use numbers indoors to further develop their skills. Regular outings to the park, drop in centres and toddler groups help children to learn about their community, socialise with others and gain confidence. The children's learning experiences and awareness of the world around them is broadened through planned visits to the zoo and trips on the ferry. The childminder ensures that children are prepared well for future learning at nursery or school.

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

Children are happy, settled and confident as they explore the homely environment due to the warm and welcoming atmosphere provided by the childminder and her co-minder. The two of them work closely together to provide a good programme which meets children's individual routines and care needs. The children have formed strong bonds with the childminder which helps them to feel safe, secure and valued. The childminder gains a good understanding of children's likes and dislikes and individual routines through her close relationship with parents. Regular daily discussions ensure that any changes to diet or routine are shared effectively to ensure the children's well-being. Parents comment positively about how much they appreciate the support and advice they have received from the childminder about sleeping and feeding routines.

Independence is fostered well and children are encouraged to try to do things for themselves, with support available if needed. Young children sit at the table and competently use spoons and forks to eat their snack or lunch. Behaviour is very good and the children are very caring towards each other. This is fostered extremely well by the childminder as she encourages sharing, provides praise and talks to the children about being kind. Children also have the opportunity to play with resources, which reflect positive images of diversity to support them in learning about the lives and beliefs of others. Consequently, children are confident and prepared well for their move to other settings.

The childminder has a clear focus on promoting healthy lifestyles for children through the use of outdoor play, both in the rear play area and regular outings. The children enjoy being outdoors as they feed the rabbits, take the dolls for a walk in the buggies or scoot

around on the sit and ride toys. They giggle, squeal and laugh as the childminder spins them around in the large round container. Children eat healthy meals and snacks at the childminder's house and have drinks readily available throughout the day. Children are learning that they need to wash their hands before meals and after feeding the rabbits or using the toilet. Older children competently help themselves to tissues for their noses. Children who need a daytime nap have a quiet space provided where they can sleep soundly and be refreshed ready for the rest of the day. Children learn to stay safe as they help to put things away and tidy up before lunch, practise emergency evacuations from the house and road safety when on walks.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements and has all the required records in place to support children's welfare well. She has a good understanding of how to protect the children in her care and the action to take if she has any concerns. This is enhanced through her safeguarding training and intent to attend further training to refresh her knowledge. The childminder has a set of clearly written risk assessments to ensure that hazards are minimised. She updates and improves safety features as circumstances change and is currently looking for a better way of making access to the stairs safer. She is aware of being vigilant when out and about and has written risk assessments for all her outings to ensure children's safety.

The childminder is committed to offering a good quality of care to the children and their families. She has a clear understanding of how children learn and develop and her responsibilities to deliver the education programmes. Her observations and assessment supports children to make good progress in their learning and development. She reflects on her practice and effectively identifies areas for improvement and has plans in place to address these. The actions and recommendations made at the last inspection have been met which has improved the quality of care provided for the children. In addition, improvements have been made in the rear outdoor play area and plans are in place to further enrich the outdoor learning experience for children. The childminder has formed long standing relationships with the playgroup that the older children attend to ensure that there is good continuity of care and learning in place.

The parents have a good relationship with the childminder. This is developed from the outset when settling-in visits are arranged and information exchanged. Daily verbal exchanges and follow up texts and photographs keep parents informed of their children's day and well-being. Parents comment positively about the childminder's service. Through questionnaires and letters they state that they are always kept informed of their children's progress. They note that their children's eating habits, language development and social skills have all improved. Parents write that they feel 'fully confident that their children are safe, well cared for and loved'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	322334
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	819188
<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>	12
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/02/2009
<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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