

Inspection date	04/02/2013
Previous inspection date	30/08/2011

The quality and standards of the early years provision	This inspection:	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

- Children have developed trusting relationships with their warm and caring childminder. This increases their sense of well-being, confidence and independence, which assists them to make good progress in their learning.
- Children are cared for in a warm and homely environment, where they can move about confidently and freely. They access their choice of play activities and decide where they want to play. This ensures that children build secure attachments with the childminder and are settled and happy.
- Children settle easily with the childminder because of the effective settling-in arrangements. Good information is gathered from parents when their child starts, so that the childminder is fully aware of their individual welfare needs. This enables her to provide very well for individual children in line with their home routines.

It is not yet outstanding because

- 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.
- Number resources are not always used to best effect in the play environment to fully support and extend older children's creativity with numbers.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main rooms and the outdoor play area used for childminding.
- 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 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 2011 on the Early Years Register and the compulsory part of the Childcare Register. She works with another childminder and lives with her mother and brother in a house in Mossley Hill, Liverpool. The whole of the ground floor and the rear enclosed outdoor play area is used for childminding. The family has two rabbits which are housed outdoors.

The childminder has an appropriate childcare qualification at level 3 and is a member of the National Childminding Association. She receives support from the local authority and attends toddler groups in the area. She visits the local shops and park on a regular basis.

There are currently four children on roll, all are in the early years age group and some attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.15pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- 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
- 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.

Inspection judgements

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

The childminder has a good knowledge about where children are at in their learning and development when they start with her. Information gathered from parents in the 'All about Me' booklet ensures that children settle very well and their individual requirements are met. The childminder uses knowledge gained from her training and documentation, such as Development Matters in the Early Years Foundation Stage, to assist children to make good progress in their learning. She has implemented the progress check at age two, ensuring she effectively shares information with the children's parents. A learning and development record is in place for each child and contains observations, assessment and the children's next stages in learning. While this ensures their good progress, the current method of monitoring their overall progress has room to improve to better identify any gaps in their learning.

Young children's personal, social and emotional development is very good. They enjoy opportunities to develop physically and receive plenty of support from the childminder to extend their communication and language skills. Planned visits to groups and places of interest enhance the children's experiences and provide opportunities for the development

of their social skills. The childminder supports their growing independence encouraging them to do things for themselves, such as washing their hands at appropriate times and putting on their coats and shoes for outdoor play. This also helps to prepare them well for their eventual move to school. Planned visits to the zoo and other places of interest broaden the children's awareness of the world around them. The childminder encourages children's language development well through play activities and successfully supports them to become active learners. Children readily talk to the childminder about the small play animals as they try to decide if one is a crocodile, or like a penguin before confidently identifying it as a seal. This prompts them to go to find 'some blue to make the water'. The childminder interacts positively, prompting discussion and repeating words in the correct way to increase children's vocabulary. She incorporates regular singing activities to introduce rhyme and rhythm. Young children enjoy stories together as they sit comfortably in the sensory den. They use large paint brushes and water outside to help to develop their emerging writing skills and older children form letters and write their names in notebooks. Children enjoy their learning, engage very well in activities and are developing their concentration. This engagement ensures they are preparing well for nursery and school.

Children take part in activities that promote their interest in simple mathematics. They readily count as they roll the ball to each other and sort and match objects by their colour. For example, they concentrate on putting yellow, blue, purple and green balls into matching coloured holes as they name the colours. The childminder has a selection of resources that promote mathematical skills. However, these do not fully enable older children to readily handle and use numbers to further their skills. Children learn about technology as they access computer games to support their learning. They play with the mobile phone informing the childminder that they are talking to mummy who is at work. Children explain that the mobile does not work if it is 'not charged up', then proceed to take it outside with them as they go to take the doll for a walk in the buggy.

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

Children are happy and settled in the care of their childminder. She organises her home effectively to support the needs of young children. The welcoming, well-resourced environment provides a broad range of easily accessible toys and play equipment. Children are helped to learn about difference and diversity through resources which include books and small world toys. They are able to make independent choices about where they play and the toys they choose from the low level storage boxes. The childminder takes time to talk to the children about safety, both in the home and when out and about. She ensures that they are aware of what to do when crossing the road and how to evacuate the house safely in an emergency.

Children are introduced to routines that help them to understand aspects of healthy lifestyles and independent self-care. For example, potty training has been successful through close support, praise and partnership with parents. The childminder talks to children about keeping healthy and which foods are good to eat. She provides fruit at snack time and with yogurt at lunch. Drinks are within easy reach of the children throughout the day. Young children are able to settle down for an undisturbed sleep in the

front room after their lunch. This ensures that they are rested and refreshed for the rest of the day. Ongoing discussions with parents about children's medical needs, means the childminder has a clear understanding of how to support children's good health. Children enjoy playing in the garden and visiting the park and they walk to clubs ensuring that they get plenty of fresh air and exercise.

Children behave very well in this nurturing environment. They learn to share and take turns when playing with the toys and equipment. Children readily help to tidy up as they sing the tidy up song. They are kind and helpful to each other and love caring for and feeding the rabbits. The childminder and her co-childminder are good role models, as they work very well together. They are patient and offer plenty of praise for the children's efforts, which successfully boosts their self-esteem. Children are fully supported to be ready for transitions to other settings and for school. They undertake regular visits to collect older children from them with the childminder, which helps them to become familiar with the environment they will move on to.

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 effectively support children's welfare. She is clear of her responsibilities to safeguard children and the procedures to follow in the event of any concerns about a child in her care. Attendance at a safeguarding training course has enhanced her knowledge and confidence in dealing with this aspect of the work. Clear written risk assessments and daily check lists are in place for the premises and for outings. The childminder is conscientious in her approach to delivering the learning and development aspect of her work. This supports children to make good progress towards the early learning goals.

The childminder uses the Ofsted self-evaluation document to assist her to review the service she offers and plan future developments. The recommendations raised at the last inspection have been implemented. This has improved parents input into the service and the quality of the children's learning and development. The childminder has also undertaken and achieved a level 3 childcare qualification since her last inspection. She has plans to build on this professional training and improve further her knowledge and skills in this area. In addition plans to continue developing the outdoor area demonstrate a strong commitment to improving the quality of her service.

The childminder has developed good trusting relationships with parents. She communicates daily with parents both verbally and at their request through text messages. Parents make positive comments about the care and progress their children are making. The childminder does not currently care for any children who also attend other early years provisions. However, she understands the benefits of developing links with other settings when the need arises. Parents state through questionnaires that they are very happy to leave their children with their childminder. They are very pleased with the help and support that they receive especially with improving their children's feeding and sleeping routines.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY423470
Local authority	Liverpool
Inspection number	870189
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	30/08/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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