

Inspection date	06/02/2013
Previous inspection date	03/12/2008

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

- The childminder provides a safe, warm, welcoming environment where children feel happy and secure. Consequently, they form strong bonds with the childminder and each other.
- Children make good progress because the childminder knows and understands their starting points. She makes good observations and takes into account children's individual needs when planning for their development.
- The childminder has effective, proactive partnerships with parents and other early years professionals. She provides continuity of care and extends learning opportunities well. This ensures that children are well prepared for the next stage of their education.
- The childminder puts a strong emphasis on children's early language development. Consequently children have many opportunities to develop their speech and language and extend their vocabulary through a variety of activities, and in shared conversations.

It is not yet outstanding because

- There is scope to further develop the self-evaluation process to precisely set realistic and challenging targets for improvement.
- There are opportunities to develop the outdoor area further to encourage children to explore this area with freedom.

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 looked at children's Learning Journeys, planning documentation and a range of policies including safeguarding.
- The inspector considered the range, relevance and accessibility of resources.
- The inspector observed children's play, including adult-led and child-initiated activities.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector took into account the views of the parents, both on the day and from letters given to the childminder.

Inspector

Dorothy Williams

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two school aged children in Croxteth, Liverpool. The whole of the ground floor and upstairs bathroom of the house is available for childminding. There is a fully enclosed rear garden for outdoor

play and activities.

The childminder has completed a variety of training, including first aid and safeguarding and updates her knowledge through specific courses designed to meet the needs of the children in her care. The childminder works with a co-childminder and an assistant. They have the appropriate childcare qualifications and are currently studying for a degree in learning and development support. The childminder is an accredited member of the local childminding network. She receives support from the local authority and is able to care for children with special needs and/or disabilities. The childminder has a partnership agreement with the local children's centre. She takes children to and collects them from local schools and pre-schools.

There are currently 16 children on roll, of whom 10 are in the early years age group. Children attend for a variety of sessions. The setting is open all year round from 7am to 7pm, Monday to Friday, except for public and family holidays.

What the setting needs to do to improve further

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

- enhance the outdoor area further to allow children freedom to explore on a daily basis
- enhance further the self-evaluation plans to precisely target areas for improvement.

Inspection judgements

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

The childminder has a very good knowledge of the Early Years Foundation Stage requirements. She makes effective use of her knowledge of individual children's abilities, likes and dislikes, when planning her activities and learning opportunities. The children make good progress because she provides a wide range of activities to support their development, capture their interests and extend their play. Children enjoy regular outings, including trips to the local children's centre, playgroups and park. Well-presented photographs and annotated observations show the enjoyment children gain from these experiences. For instance, the children clearly enjoyed playing in the snow, making snowballs and snow angels during the recent snowy weather. They point to a photographic display and talk animatedly about the playgroup and trips to the library. However, the outdoor area is not currently suitable to extend activities and allow children

the freedom to explore outdoors on a daily basis. This is due to the inclement weather that has left the garden waterlogged. Therefore children rely on outings to the park for fresh air and outdoor exercise.

Children enjoy the various areas within the setting. The soft playroom is a particular favourite with the dark tent providing a place to hide during a game of hide and seek. The children extend their physical activity by jumping; rolling and balancing on the soft play equipment. They also make cars and dens to sit in while listening to music and singing favourite rhymes. The layout of the extended conservatory has been designed by the children. Their plans and drawings are reflected in the areas that they have created. For example, there is a child friendly kitchen area, cafe and range of dressing up costumes linked to their interests.

The children enjoy reading and choose from a wide range of storybooks. They bring these to the childminder to read, they crawl into the quiet area and sit on the childminder's knee as she reads them. The childminder is skilled at supporting early language development. She has well planned activities to encourage speaking and listening skills. She listens to the children talking, asks open ended questions and encourages correct speech by picking out words to repeat such as 'eye', 'nose', 'drink', 'George Pig'. Children's speech is further enhanced when using imaginative play such as having a picnic as they are praised for using correct words and phrases for example 'me wan attle' is repeated as 'yes you can have an apple'.

Children confidently choose their own activities from easily accessible wide range of resources. They play together well and share toys such as small world people, musical instruments, building blocks and jigsaws. When children are tired they seek a quiet place with their comforter and blanket to have a sleep. They enjoy cuddles and quiet music. As a result of effective adult-led and child-initiated activities and a high level of support children are becoming confident and active learners.

Children's learning journeys show excellent individual observation, planning and assessment. The childminder uses the local authority document to track children's achievements. When completing the two-year old progress check the childminder, or key person, meets with parents and other professionals to assess children's development and highlight areas of need. As a result, they are able to accurately monitor children's progress and plan appropriately for their next steps. The childminder works effectively with other professionals to support children's behaviour traits and their speech and language development. This means children's needs are well met.

Partnership with parents is a particular strength of the setting. Parents approach the childminder with confidence and share their child's early experiences. They make comments in the daily books or when bringing or collecting children and readily extend the daily activities at home. Children readily take off their shoes on entering the setting and hang up coats and hats. They help prepare snack and lunch, set the table, count and match colours of cups, bowls and cutlery. In this way they are developing skills and attitudes they need to be ready for the next stage of learning.

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

Children settle well into the childminder's home because she and her co-minders take time to meet their families. They establish relationships and gather useful information from parents about children's likes, dislikes, routines and home culture. Children form secure attachments to the childminder as she responds to their needs and spends time listening to them. The childminder provides a warm, welcoming and stimulating environment for children. Her rooms are innovative, well set out and resourced and good security checks and risk assessments ensure children's safety. Children confidently explore and investigate the familiar surroundings, but also enjoy coming back to the childminder to share activities and achievements.

The childminder manages children's behaviour well and is supported by her co-childminders and children's parents. She is consistent in her approach and insists on good manners such as saying 'please' and 'thank you', sharing toys and being kind to each other. She is a good role model giving abundant praise and using good manners at all times. Children respect the adults and each other. They encourage each other in completing tasks and sit well at the table for snack and meals. During the session reward stickers are given for achievements such as tidying away activities, helping prepare meals, sitting nicely at the table, sharing games. These are eagerly received by children and proudly shown to visitors. As a result, self-esteem is raised and children are relaxed and confident in their own abilities.

Children are provided with healthy snacks, such as, fresh and dried fruit, toast and raw vegetables. All meals are freshly prepared by the co-childminders on a rota. The menu planner ensures a good nutritious balance of ingredients. Water is available all day as children have their own, clearly labelled, water bottles. Children sit at the dining table or in high chairs for meals. They help to prepare the food and are keen to try new flavours and textures such as spaghetti bolognese, Chinese stir fry, noodles and prawn crackers. Children are learning independence when using cutlery, younger children are supported using a spoon. Adults sit with the children and quietly talk about their likes and dislikes. In addition, children are provided with opportunities to exercise and learn about living a healthy lifestyle. For example, the visit the local parks and access fresh air daily.

Children are well supported in their hygiene routines. They are escorted to the bathroom, use the toilet and wash their hands. The childminder has very good nappy changing facilities for younger children. Their dignity is well preserved and they are quickly changed as needed and after a sleep. If children need a nap they are cuddled or crawl onto the cushioned area. They are well monitored whilst sleeping. Children with coughs are reminded to cover their mouth to keep the germs in. The childminder talks about germs and how they spread and this supports children to understand how to take care of their hygiene needs effectively. Tissues are available to wipe noses and children know to use the bin for used tissues.

Children's emotional well-being is supported well because the childminder takes time to read books and talk to children about their feelings, fears and concerns. She is thoughtful and caring in her approach and can relate to children's experiences. The childminder has

strong relationships with parents and gives them effective feedback and support. Parents are enthusiastic in their praise of the childminder's support to their children and family. For instance, they say 'They go the extra mile accompanying us to meetings and clinics. Finding out about child's needs and sharing planned activities. My child's speech has really improved since being here' and ' My child has made good progress I feel I know how to help him reach his milestones and I know he will be ready for school next year.'

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

The childminder works with her husband who is a co-childminder and an assistant. She has robust safeguarding, risk assessments and a range of policies and procedures in place to ensure children's safety at all times. All staff working with the children have been subject to disclosure and barring checks and are safe to work with children. The childminder has completed safeguarding, first aid and food hygiene training. In addition she has attended training in dyslexia, speech and language, common assessment and is currently studying for a degree in child development.

The childminder is accredited by the local authority to deliver the Early Years Foundation Stage of Education as such she has an in depth knowledge of the requirements for the Statutory Framework for the Early Years Foundation Stage. Together with her co-workers she delivers an effective educational programme. She plans well to support children's individual needs and development and tracks children's progress effectively. The childminder works in partnership with local schools and children's centre. Staff at the schools value the childminders input as she visits with children and prepares them for school. They say her 'record keeping, observations and assessment are accurate and help with transition'. School links are further strengthened by invitations to school and centre events.

The childminder evaluates her setting effectively. She has addressed all previous recommendations and improved the layout of the setting. She has made notes and included letters from other professionals and parents in her reflection. She demonstrates a strong capacity for improvement. However, there is scope to further enhance the self-evaluation process by precisely targeting areas for improvement and setting challenging and realistic targets.

The childminder successfully monitors her assistant. Together they monitor children's files, consider training and development and access funding for resources. They support one another very well and ensure that all children are well cared for and are treated equally. Children in her care benefit from a safe, secure, inclusive and happy environment. They are making good progress in relation to their starting points.

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

Unique reference number	EY375543
Local authority	Liverpool
Inspection number	821379
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	16
Number of children on roll	16
Name of provider	
Date of previous inspection	03/12/2008
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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