

Inspection date

Previous inspection date

26/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy warm relationships with the childminder. The childminder is playful with children and helps them feel confident to explore toys and feel secure.
- Children are active and enjoy themselves as the childminder ensures they are settled and interested in the toys and activities.
- The childminder uses her sound knowledge of how children learn to support their developing physical and communication skills.

It is not yet good because

- Information gained from regular observations and assessments are not always used effectively to shape learning experiences for each child.
- Written permission from parents for children to go on outings is not always obtained to ensure strong and effective partnerships with parents.
- Ways to find out about what children can do at home are not fully embedded to ensure the childminder knows as much as she can about children to fully support their learning and development.

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 activities in the childminder's home.
- The inspector spoke with children and the childminder at appropriate times.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at a selection of policies and children's records.
- The inspector took account of the views of parents expressed through discussion and in written format.

Inspector

Mary Wignall

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 three children aged 13, 11 and five years in Formby. The whole of the ground floor and the rear garden are used for childminding. The family has a tropical fish as a pet.

The childminder attends a toddler group and activities at the local children's centre. She

visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll in the early years age range.

The childminder holds an appropriate childcare qualification at level 3 and is a member of the National Childminding Association. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information obtained from regular observations of children more precisely when planning activities to shape learning experiences for each child across the areas of learning
- obtain written parental permission for children to take part in outings to ensure effective partnerships in keeping children safe while out of the home.

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

- consider ways parents are encouraged to share information about their children's learning and development at home to engage them fully in their children's learning.

Inspection judgements

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

Children are happy and interested as the childminder plans activities they enjoy. Children like to explore the exciting toys on offer. They find the electronic bus with its flashing lights, actions and noises fun to touch and watch. The childminder makes sure it is within sight for children to choose when they want to play with it. This helps motivate children and encourages them to be active.

The childminder has a sound understanding of how children learn. She uses this to plan a wide range of activities sufficiently covering all areas of learning. She uses 'Development Matters in the Early Years Foundation Stage', to fully assess and track children's development. This helps her know that children are working comfortably within the typical range of development expected for their age and starting points. It also helps her share this information with parents as she begins to help involve them fully in their child's learning. However, the ways the childminder plans for children's learning are new. They are strong on ensuring a varied range of activities covering all areas of learning. However, they are less strong on planning for children's individual needs. Information gained from

observations are not always fully used to match activities to children's individual next stage of development or interests to enable them to make optimum progress.

The childminder has systems to share information with parents about their children's progress. She is developing ways to involve parents in children's learning, although they are yet to be implemented fully to impact on planning for individual children. Parents are well informed about activities children have enjoyed as the childminder shares both verbal and written information daily.

Young children are developing self-confidence and self-awareness as the childminder encourages and supports them in their play. They enjoy looking at low-level mirrors together. The childminder extends their fun and learning by having low-level photographs of faces for children to see. Photographs include a diverse range of faces and include their own and their family members to help children feel at home and valued. The childminder stays close to young children to make sure they are engaged and settled. She sits alongside ensuring they can see her and gives good eye contact. She makes sure she has children's attention and shows how she is listening to their young voices, helping to develop their early communication skills. The childminder models learning for children. She talks in a calm, playful voice as she plays. She shows how small figures can be counted, stood up or knocked down. This encourages children to pick them up, hold, feel and taste them as they learn more about them.

A treasure basket gives children opportunities to explore natural everyday items in a safe and supportive way. The childminder notices children's interest in a small stone. She gets another one showing children what noise it makes when banged against another one to ignite children's imagination and interest. Children show a natural thirst for knowledge as they focus on the basket and the intriguing range of items placed inside it by the childminder. This provides them with the beginning of skills they can use for school.

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

The childminder plans appropriately for children's emotional well-being in partnership with parents. She ensures she knows and understands children's individual care routines, such as their eating and sleeping routines. She plans her day around children's personal routines. This makes sure children experience consistent routines to support their emotional and physical well-being and eases their transitions throughout the day. The childminder is sensitive to children's routines. She understands when children have slept longer or shorter than usual. She welcomes them back into play carefully giving them time to adjust before introducing new activities. This helps children feel secure and helps them to begin to understand their personal needs. Children show they feel safe as they go to the childminder for reassurance and cuddles.

Children enjoy warm relationships with the childminder. They welcome her support and comfort as they are shy in front of new people. They crawl towards the childminder who offers support and reassurance. They show they feel emotionally secure and happy as they smile and look closely at the childminder.

The childminder follows parents' wishes in providing meals and drinks for children and demonstrates a sound understanding of healthy eating for young children. The childminder supports children's developing physical skills appropriately. She holds children's hands to help steady them as they attempt to stand. This builds children's strength and gives them opportunities to practise their early standing and walking skills. She understands children's need to pull themselves up to a standing position and provides sturdy furniture for them to practise on. Consequently, children's natural drive for physical challenges are appropriately supported.

The childminder gives appropriate priority to children's safety. She supervises closely as they explore everyday items in the treasure basket making sure they are put away when children tire of playing with them. She makes sure children have plenty of clear space to crawl and move about in the home. Consequently, children experience a safe indoor environment as they play and explore.

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

The childminder has a sound understanding of her need to monitor the educational programme and children's progress. She has spent time familiarising herself with the learning and development requirements. She has practised different methods to obtain and record observations on children's learning to ensure she uses systems best suited to her and the families she supports.

The childminder has a sound understanding of the safeguarding and welfare requirements. She works with parents to establish children's individual needs, including their health needs. She has sound links with local authority workers and other professionals to ensure each child's individual needs are appropriately identified and any additional help or benefit to children is obtained. She also works with others who share care of the children to ensure continuity of care and learning. Children benefit from a range of enjoyable outings the childminder plans, such as to the park or local farm. However, she does not obtain written permission from parents as required. This is a breach in requirements. However, the impact for children is limited as she keeps parents informed of any outings and does obtain verbal permission prior to taking children out. The childminder has devised a written safeguarding policy in line with requirements. This, and the conducting of risk assessments, helps keep children safe.

The childminder shows a commitment to evaluate her service. She has engaged with parents to seek their views and has acted on their suggestions. For instance, she is revising how she shares information about her practice and how she obtains children's initial information when they first start. She works with local authority workers and researches good practice guidance to help assess and measure the quality of her service. She is beginning to use this to set some targets for further improvement and help her identify further training needs.

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	EY449697
Local authority	Sefton
Inspection number	882684
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
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.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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