

Inspection date	13/03/2013
Previous inspection date	26/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 feel safe and secure with the childminder, who provides a caring and loving environment.
- The childminder carefully listens to children, introduces new words and shows them how to pronounce words correctly. This successfully develops children's communication and language skills.
- Children access a bright, attractive playroom that is thoughtfully set out and well resourced. This promotes children's independence as they access a broad range of toys and books.

It is not yet good because

- The childminder does not always identify and plan for children's next steps in learning to ensure that they are sufficiently challenged.
- Self-evaluation is not fully embedded to identify improvements that will support children's achievements over time.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 two main rooms used for childminding.
- The inspector spoke with the childminder at suitable points throughout the inspection, made observations and spoke to children present.
- The inspector looked at children's learning journey records, planning documentation and a range of other records, policies and procedures.

Inspector

Kathy Leatherbarrow

Full Report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two adult children in a house in Bebington, Wirral. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The family has two dogs, two chinchillas, one cat, one bird and fish as pets.

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 are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- identify and plan for the next steps in children's learning to ensure that they are sufficiently challenged and therefore, make good progress in their learning and development.

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

- develop self-evaluation and effectively identify areas of improvement that will support children's achievements over time.

Inspection judgements

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

Children are cared for in a safe and secure environment where all of them and their parents are welcomed. The childminder has a developing understanding of the Early Years Foundation Stage and the seven areas of learning. She has implemented a system to observe, assess and plan for individual children. The children's learning journey records contain information, including annotated photographs and some written observations, which are supported by the childminder's knowledge of what each child can do. However, some lack the necessary detail to assess how children are progressing in their learning. As a consequence, the childminder is unable to clearly identify the next steps for each child, in order to plan a good range of challenging and purposeful play and learning

opportunities to help children to make even better progress. All children are working comfortably within the typical range of development expected for their age. Parents are encouraged to share information about what they are doing at home with their child. This ensures that there is consistency in learning. In addition, the childminder talks to them each session, including information on what the children have been doing and how this links to their development.

The organisation of each day and the presentation of toys and resources enables children to make independent choices about what they would like to play with and how they spend their time. For example, both boys and girls dress-up in different costumes and outfits, including a police officer, a witch, a nurse and a fairy, then complete puzzles on hand held electronic devices. They benefit from opportunities to access fresh air and complete activities in the outdoors as they plant bulbs and watch them grow. Thoughtful consideration is given to the planning of the environment to provide children with opportunities to access toys and resources across the prime areas of learning. In addition, the childminder responds to children's personal interests. For example, she provides children with a selection of different colour paints and brushes to decorate eggs ready for Easter.

Children have suitable access to a broad range of books, which they can access independently from the attractive book area. In addition, they participate in group story times on a regular basis and attend the local library to access different books. The childminder appropriately supports early literacy as children re-tell the familiar story of little red riding hood with the use of puppets and then select the book to read together. Children are confident speakers because the childminder effectively engages them in conversation and carefully listens to their response, correcting pronunciation appropriately. This ensures that children are making good progress with communication and language. The childminder supports children's hand and eye coordination through play. For example, children enjoy the toolbox, she shows them how to grip the bolts with the pliers and turn the nuts around to screw down to the bottom. This results in the children successfully completing the task themselves. Children's awareness of number is raised as they confidently count to 10 and measure how high their plants are growing. Regular outings are purposefully planned to help children to develop confidence and independence as they become aware of others. All of these activities give children a satisfactory range of skills to support their readiness for nursery or school.

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

The childminder promotes a calm and caring environment where children develop positive relationships with herself and their peers. Her warm approach has helped children to settle quickly, feeling safe and secure. The childminder talks to parents about children's likes, dislikes and any allergies, which they may have and uses the information to help them to settle well. Children behave well, they cooperate with one another and learn to negotiate as they share popular toys, while following appropriate guidance from the childminder. Children gain a secure understanding of risk through activities that encourage them to explore their environment, such as carrying chairs safely as they move them into the kitchen to complete a messy activity. They regularly practise the emergency evacuation

plan, which raises their awareness of what to do in an emergency.

The childminder suitably promotes children's awareness of healthy lifestyles. Children eat well-balanced meals and snacks, including plenty of fresh fruit and vegetables. The childminder encourages children to be independent and to hygienically manage their own personal needs. Children help themselves to drinks when thirsty, tissues to blow their noses and attempt to wipe their faces after lunch. They are learning to develop good dental hygiene as they practise brushing their teeth. Children understand that they need to keep their teeth clean, brushing away any food debris and visit the dentist. There are some planned activities that successfully promote children's physical development. For example, they enjoy running in the fresh air, chasing and swirling ribbons, balancing on skateboards and hiding under slides. Children are reasonably well prepared for the next stage in their learning because the childminder provides appropriate support to prepare them for their transition to school. For example, they make regular visits to the local primary school and join them for activities, such as celebrating Chinese New Year.

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

The childminder suitably manages her service through following clear procedures and maintaining accurate records. These ensure that children are kept safe, protected and supported. She has a good awareness of child protection gained through recently attending a training course. She demonstrates a clear knowledge of the indicators of abuse and how to work with other agencies. Everyday, the childminder follows a useful checklist to help her visually check that the home is suitable and safe for children. Her written risk assessment clearly identifies potential risks in the home and garden and is regularly reviewed.

Relationships with parents are good and beneficial systems means that they and their children can build positive relationships. They are provided with a range of useful information, including the policies and procedures. Parents complete questionnaires and provide feedback of their satisfaction about the service and care, which their children receive. The childminder has begun to develop positive relationships with other providers and professionals, in order to support children. She makes appropriate attempts at sharing information to ensure that children are receiving continuity in their learning.

The childminder provides an educational programme that suitably covers the seven areas of learning. She also fully understands and meets her responsibilities in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has sought and acted upon all professional advice and support to develop and improve her service since the last inspection. This has brought about change and improvement within her setting and the care and education provided to the children in her care. Consequently, the capacity for continuous improvement is positive. She has begun to develop her skills in self-evaluation. However, she does not yet fully monitor and analyse her service to identify improvements that will support children's achievements over time.

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 action. 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	EY252984
Local authority	Wirral
Inspection number	791406
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	26/03/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

