

Inspection date

Previous inspection date

25/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are provided with a wide range of interesting and age-appropriate activities and experiences.
- Children's health and safety are a priority and appropriate safeguarding procedures are in place.
- Detailed observations and learning journeys means that the childminder has a clear understanding of each child's individual learning and progress.

It is not yet outstanding because

- There is scope to extend partnership arrangements with the other settings minded children attend, in order to plan robust ways of working together to support children's progress and achievements.

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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the childminder.

Inspector

Wendy Dockerty

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her six-year-old child in Wallasey in Wirral. The whole of the ground floor is used for childminding. The toilet and sleeping facilities are situated on the first floor level. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Currently, there are two children on roll, one of whom is in the early years age range and both of them attend on a part-time basis. The childminder is able to take and collect children from local schools and pre-schools. She provides care during all week days, except for family holidays agreed in advance. The childminder is a member of the National Childminding Association. The family has two pet cats.

What the setting needs to do to improve further

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

- develop further the partnerships with other early years providers that children attend, in order to more effectively work together to enhance consistency and continuity in children's learning and plan together how to support their progress.

Inspection judgements

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

Children are provided with a wide range of activities and experiences, which support their development across all the areas of learning. The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage and she ensures that children's individual interests and preferences are catered for. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities. They move around freely and independently select from the variety of resources available.

Children spend time exploring with modelling dough. They enjoy squashing and rolling it and using cutters to create various shapes, which supports their creative and physical development skills. This is readily available to children to return to at different times throughout the day, as the childminder knows this is a favourite activity. Boxes of small world toys, role play equipment and books are arranged at floor level, making it easy for children to freely choose what to play with next. A further selection of games, toys and art equipment is available on the table and on shelving, so that children can indicate and ask for different resources when they choose. Children's language development is supported

well. For example, she encourages them to point to and name parts of their body and face and talks to them about the pretend food, which they are playing with to help them to learn new words, such as pizza. When children use small world animal toys and finger puppets, the childminder supports their language skills by naming each animal and encouraging them to copy. Children enjoy making the animal noises and attempt to name each animal as they put the puppet onto their fingers.

The childminder uses carefully planned activities that are based on children's interests, to fully engage and support their learning across different areas. For example, a particular favourite activity is water play and the childminder organises this in a way that engages and interests children for a long period of time. Children show a great deal of concentration as they scoop water into beakers and pour it through funnels and cups, watching intensely as these fill and empty. This helps children to learn to be curious and think critically as they enjoy exploring and investigating what happens. The childminder uses words, such as, 'pour', 'splash', 'full' and 'empty' to extend children's vocabulary as they play. The learning is then further extended when the childminder turns the water blue and introduces resources, such as, sea creatures and books, to further enhance children's curiosity and understanding. Later, children sit at the table with the childminder and take part in art and craft activities. They are provided with a selection of mark-making materials, such as, crayons, pencils, pens and paper and enjoy scribbling and colouring. This allows children to be creative as they develop their early writing skills.

Each child has a development folder, which contains detailed written observations of children's progress. The childminder assesses children's development when they first start to attend and uses these starting points to plan activities to extend their learning. The childminder demonstrates a clear knowledge and understanding of each child's individual progress and learning needs. The childminder talks to parents each day regarding their child's welfare and obtains information about children's preferences and needs before they start to attend. A daily diary is used to keep parents informed and they regularly see their child's learning and development folders and are invited to give their own views about their child's development.

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

Before children start to attend at the childminder's home, she has detailed discussions with parents regarding their individual care needs. The childminder records all necessary information and gathers appropriate written consents from parents. Individual routines and preferences are known and catered for, such as medical or dietary needs and the childminder has a personal knowledge of each child she cares for. Children come for visits before they attend full-time. This helps children to settle in and aides the transition between home and the setting.

Children are developing a good understanding of health and safety. For example, children are encouraged to eat a range of healthy foods and snacks, such as, cereal, fresh fruit, sandwiches, pasta and yoghurt. Drinks of fruit juice, water and milk are offered to the children and they have access to their own beakers of water throughout the day.

Children take part in regular physical exercise, such as walks in the local area and visiting parks where they climb, run and slide. Routines are in place to support children's understanding of hygiene, such as washing hands after using the toilet or nappy changes and before eating. Older children are encouraged to do this independently and younger children are supported by the childminder. Children's individual routines are respected, such as sleep times and the childminder helps them to develop independence during various stages of development, for example, toilet training.

Children learn about the wider world through discussion and activities. Resources, such as books and dolls, spending time in the local community and celebrating various cultural festivals help children to learn about diversity. In addition, the childminder has obtained some simple words in languages other than English, in order to support children with different home languages to settle in easily.

A fire evacuation procedure is in place and children take part in emergency evacuation practises. The childminder keeps a record of the fire drill practises and children begin to develop an understanding of keeping themselves safe in an emergency.

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

The childminder demonstrates a clear understanding of the Statutory Framework for the Early Years Foundation Stage and provides children with interesting activities and experiences, which promotes their learning and development. She has a thorough understanding of the safeguarding and welfare requirements. Policies and procedures are in place and are sent to parents via email. The childminder maintains all required documentation. Relationships with parents are in place to ensure that children's care and welfare needs are known and catered for and discussions regarding their ongoing progress take place regularly. The childminder has established partnership working with the local nursery, where some minded children also attend, in order to share information about children's care and learning. However, these links are still developing and there is more to do to ensure that these are fully effective in developing a shared approach to helping children move forward with their learning and supporting their achievements.

The childminder helps to protect children from harm by ensuring her home is safe. Thorough written risk assessments are carried out and she uses equipment in the home and on outings to protect children from harm. For example, safety gates and cupboard locks are used to minimise risks to children. The childminder holds a current certificate in paediatric first aid and maintains a record of any medications administered or accidents that occur. Safeguarding arrangements are clear and effective and the childminder ably discusses the steps to take to report any concerns, which she may have about a child in her care.

The childminder demonstrates a clear commitment to continuous improvement. She has completed a written self-evaluation record and uses this along with evaluations of activities and monitoring of children's progress to identify areas for development. The childminder takes steps to improve the provision she offers based on her evaluations and

talks to older children about the activities, which they want to be involved in. Her targets for future improvements include developing the rear garden to provide children with direct access to the outdoors and attending further training to increase her own knowledge and understanding of childcare initiatives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY452578
Local authority	Wirral
Inspection number	890640
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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, 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.

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