

## Inspection date

Previous inspection date

11/06/2013

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 happy and settled. They enjoy a warm and caring relationship with the childminder, who works closely with parents to ensure their individual needs are fully met.
- Children are motivated to explore and learn in the very well-resourced play environment.
- Children make good progress in their learning because the childminder completes regular observations and assessments of children as they play. The next steps in their learning are clearly identified and supported by the childminder through a range of interesting and challenging activities.
- The childminder has a good understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, she keeps children safe and promotes their well-being.

### It is not yet outstanding because

- There is opportunity to further enhance children's confidence about the uniqueness of their own creativity by accepting their own creations and artwork.
- Some opportunities which promote children's independence in their self-care skills, with particular reference to feeding, are overlooked.

## 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 designated play area and viewed the resources and equipment available to the children.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documents, including children's records, policies and planning.

## Inspector

Jean Thomas

## Full Report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and child aged five years in a house in Liverpool. She is registered to work with an assistant. Children have access to the designated playroom, lounge and kitchen on the ground floor. The toilet facilities are on the first floor level. There is no outdoor play area. The family has a pet dog.

The childminder visits the local parks on a regular basis and attends a childminder's group and the local children's centre. She collects children from the local schools and pre-schools. There are currently two children on roll in the early years age group. The childminder is open all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. She holds a National Vocational Qualification at Level 3 in Children's Care, Learning and Development.

### What the setting needs to do to improve further

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

- enhance children's confidence in their own creativity during expressive art and design activities, by wholeheartedly accepting their creations and helping them to see these as something unique and valuable
- extend opportunities to promote children's independence in their self-care, with particular reference to encouraging their attempts to feed themselves.

## Inspection judgements

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

The childminder has a good understanding of how children learn; she supports children well and effectively promotes the characteristics of effective learning. She provides a very good range of resources and plans suitably challenging experiences to promote children's learning in all seven areas. From a young age children are active and inquisitive learners who enthusiastically explore and investigate their surroundings. Consequently, they are acquiring the skills, attitudes and dispositions they need to be ready for school.

The childminder maintains a record of individual children's learning. This contains observations, in both written and photographic format, and their personal planning.

Parents are fully involved with their children's learning. They review their children's progress regularly and contribute to their learning and development record. The childminder uses information from parents and her observations to assess the children's stage of development and to plan to support their learning and development. She makes good use of the guidance document, Development matters in the Early Years Foundation Stage to inform the planning. Children are making good progress in relation to their starting points and are working comfortably within the typical range of development expected for their age. The sharing of the children's learning records and the daily diary enhances the communication between the parents and the childminder to help meet children's needs. These systems provide parents with information about activities the children have enjoyed which can be used as a guide to continue their children's development at home. The childminder is aware of the need to implement the progress check at the age of two and to work with parents in determining when this assessment is to be completed.

The children confidently explore the age-appropriate, well-maintained and accessible resources. They smile with delight as they press the keys on the musical keyboard to make different sounds and roll the large ball along the floor and crawl after it. The organisation of the playroom provides plenty of clear floor space for children, including babies who are crawling, to move around safely and select play materials of their choice. The babies use the sturdy furniture and shelving to pull themselves to standing position. The childminder engages the young children in a range of experiences to promote their physical development. For example, they visit soft play activity facilities where children gain confidence to stand and walk in a safe environment. The young children demonstrate their emerging interest in role play. They 'babble' into the play phone and pretend to drink from cups in the home corner. Children enjoy books; they either independently look at their self-chosen books or sit on the childminder's knee and enjoy sharing a book together. They look at a picture book which helps young children identify basic feelings, such as happy and sad. The childminder names and points to the facial features in the picture and repeats this on the children's face to extend their understanding and vocabulary. The childminder places high priority on promoting children's language development. There is ongoing communication between the childminder and the children. The children are vocal and are enjoying experimenting with the sounds they can make. The childminder responds to their vocalisation in a lively and enthusiastic manner. She talks about what she and they are doing and she speaks clearly for them to hear the correct pronunciation of words. Mathematical language forms part of the communication, for example, describing size and counting. The childminder purposefully involves herself in children's play and supports their learning through her guidance and encouragement. For example, the childminder shows the children how to use the hammer to tap the shapes into the shape sorter and to position pieces of the jigsaw. After being given this guidance the children continue to play with these resources independently.

The continuous provision of play materials in the playroom and the organisational skills of the childminder have a positive impact on how children learn. The children have time to play at their own pace, in a relaxed manner and to return to resources to practise skills. The children are initially reluctant to play in the bubbly water activity which is specifically planned to support their learning through exploration and using their senses. They watch the childminder fill and empty the containers with water and scoop up the bubbles,

however, at first they make it clear that they do not want to touch the water. They continue to observe the childminder and she respects their thinking time and silence. Through her calm and unhurried approach the children gain confidence and become happily engaged with the activity. They laugh at the sensation of the water pouring over their hands, splashing the water and poking and patting the bubbles. The childminder provides a range of resources for children to explore different textures and produce art and craft work. However, at times the end product is not fully their own work. There is a lot of adult input instead of accepting children's unique creation to further enhance their confidence and sense of pride in the value of their own work.

The childminder plans outdoor learning. She makes effective use of the use of community facilities and visits to local parks to broaden children's learning experiences. The childminder does not drive; consequently, they walk to their destinations. The childminder uses the outings to further enhance children's learning as they observe the world around them and talk about what they can see.

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

Children benefit from very secure attachments with the childminder, which provide a strong foundation for their general well-being. The caring, supportive and nurturing environment ensures children feel safe and secure. Consequently, children demonstrate a very strong sense of belonging. The settling-in procedure ensures that the childminder knows children and parents well to support her in meeting children's individual needs.

The childminder is a positive role model for children's behaviour. She talks to children in a respectful and gentle manner. As she plays with the children she demonstrates how to share, take turns and the use of polite manners. The childminder takes the children to group activities where they have opportunity to play with a larger group of children. Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school. Books which reflect positive images of diversity and the outings in the local community help to nurture children's respect towards people who are different to themselves.

The childminder helps children to develop an awareness of a healthy lifestyle through their daily routines. They enjoy healthy snacks and nutritious meals provided by the childminder. Fruit and vegetables are incorporated into the daily diet. Children have access to their drinking beakers and learn to respond to their bodily needs and to drink when thirsty. The childminder teaches children to develop their self-care skills, such as the importance of washing their hands before eating and after having contact with animals. However, at mealtimes the babies are not always given spoons to encourage them to attempt to feed themselves independently. Routines and planned activities encourage children to enjoy being physically active. They benefit from being taken on regular walks and outings to the local parks where they have the space to pursue energetic play and develop their skills using larger apparatus. The childminder plans quiet time for children to rest their bodies and provides areas where they can sleep undisturbed. She involves children, from a young age, in implementing the safety procedures to develop their understanding of how to look after themselves. For example, the childminder follows the

road safety and emergency evacuation procedures for the young children to observe her actions.

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

The childminder has good knowledge of the Early Years Foundation Stage to support children's learning and to implement the welfare requirements. She routinely evaluates the educational programme and monitors children's engagement in the activities provided to ensure they experience good levels of challenge appropriate to their age and stage of development. Children are protected and safeguarded. The childminder has a good knowledge and understanding of the safeguarding procedures and knows what to do and who to contact in the event of a concern. Her home is a safe environment for children and she ensures that they are also safe when on outings. Risk assessments are documented to help her monitor potential risks. Records are maintained as legally required for children's well-being.

This is the childminder's first inspection since registration. She demonstrates a commitment to improving her childcare provision and values contact with other childminders for this purpose. She has started to evaluate her practice. The process takes account of parents and children's views to identify and plan the priorities for improvement.

Partnership working with parents is successful and contributes significantly to the good progress children are making. Parents comment positively about the relationship their children have with the childminder and the progress they are making. Parents are very well informed about organisation of the provision. The childminder shares her written policies and procedures with parents and information is on display. She is aware of the need to work with other professional agencies and childcare providers if children are delivered the Early Years Foundation Stage at other settings. However, this situation has not yet arisen.

### **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

<b>Unique reference number</b>	EY456635
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	900042
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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