

<b>Inspection date</b>	28/06/2013
Previous inspection date	12/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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, stimulating environment where children feel happy and secure. Consequently, they form strong positive relationships with the childminder and with each other.
- Children's early language development is given high priority. They have many excellent opportunities to develop their speech and language, and extend their vocabulary through a variety of activities both indoors and outdoors.
- Children make very good progress because the childminder knows and understands their starting points. She makes good observations and takes into account the children's individual needs and interests when planning for their development.
- The childminder has very effective, proactive partnerships with parents, carers and other early years professionals. She provides continuity of care, which means that children are exceptionally well prepared for the next stage of development.
- Children's behaviour is exemplary. They are well motivated, eager to join in all activities and clearly demonstrate the characteristics of effective learning.
- The childminder evaluates her practice well and shows an excellent capacity to improve.

#### **It is not yet outstanding because**

- There is scope to provide more opportunities for younger children to further develop their information and communication technology skills.

## 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 looked at children's learning journal records, planning documentation and scrutinised a selection of policies including those for safeguarding.
- The inspector observed children's play and activities including adult-led and child-initiated activities.
- The inspector considered the range, relevance and accessibility of resources.
- The inspector took into account the views of parents and carers from comments received.

## Inspector

Dorothy Williams

## Full Report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged seven and 16 years in a house in Prescott near Liverpool. The whole of the ground floor and the rear garden are used for childminding. The family has a cat and a dog.

The childminder attends a toddler group and activities at the local children's centre. She visits the local shops, park, library and places of interest on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 8pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

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

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

- improve resources for information and communication technology, for example, by providing programmable toys for younger children in order to further develop their technology skills.

## Inspection judgements

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

The childminder has a thorough understanding of the Statutory framework for the Early Years Foundation Stage requirements. She makes effective use of her knowledge of individual children's abilities, likes and dislikes when planning activities and learning opportunities. The children make good progress because the childminder provides a wide range of activities to support their learning and development. She effectively captures their interests and skilfully extends their learning through play. Children enjoy regular outings to the local park, shops, playgroups and library and attend the local school nursery sessions. This supports their interest in the local community and provides time for children to develop their social skills. Well-presented and annotated photographs show that children clearly enjoy their sessions at playgroup and using the play equipment at the park. Children readily talk about their experiences and the childminder shares their stories and extends conversation with ease. This means that children are happy, settled and make new friends easily.

The outdoor area is easily accessed and inspirational. Here children have ample opportunity for imaginative play and exploration. They extend their ideas when playing 'house' in their own fully equipped cottage. They pretend to ring the fire brigade using an old telephone and skilfully explain that they need a fire engine to come and put out a fire: 'Please come quickly to the cottage. We need you. Thanks, you come soon. Goodbye'. They make the sound of a fire engine and the water being pumped on an imaginary fire. They wash dolls clothes and hang them on the washing line, sorting and counting pegs and talking about the need to dry the clothes for the next day. The childminder skilfully extends children's thinking by asking 'What do we need to wash the clothes?' She introduces new vocabulary, such as, 'soapsuds', 'rinsing' and 'wringing'. Children make a wormery using recycled plastic bottles and are amazed when worms mix up the carefully set out layers in the bottle. They talk about how worms are useful in the garden and help vegetables to grow in the well-turned soil. As a result, children extend imaginative play into real experiences. They confidently reflect on their own needs and the needs of mini-beasts who share their outdoor environment.

Indoors, children choose from a wide range of well-labelled accessible resources including a computer, compact disc player and cause and effect activities. However, there is scope to provide younger children with more opportunities to extend their technology skills through the use of a wider range of programmable toys. Children enjoy playing shopping games with the childminder, they complete jigsaws, print and paint pictures using brushes and dabbers. They mix two colours together to make new colours and are proud of their finished pictures, which they share with adults. The childminder gives lots of praise as she encourages children to experiment with colour and shape, saying 'Well done, you have made a great picture, shall we put it on the wall, fantastic'. This gives children a huge sense of achievement and enhances their learning and development.

Children have access to a wide range of story and picture books. They visit the local library to borrow story sacks which are then used enhance storytelling and support language development. Children choose a favourite story. They sit with the childminder as she tells the story using a range of voices and gestures. The children choose the right animal and 'feed' it to the old woman puppet. They laugh and remark 'How absurd to swallow a bird', or 'Fancy that she swallowed a cat...', they laugh as the childminder wriggles a spider and tickles them. The childminder skilfully introduces new words and encourages repetition of well-known phrases in the stories and rhymes. In this way children have fun and enjoy reading. They give further meaning to stories and repeat familiar rhymes and songs.

Each child has an individual learning journal which gives details of what they can do and their next steps for learning. The childminder meets with parents before their children start and collects a range of useful information about every area of development, including cultural and dietary needs. This enables her to assess each child's starting point. Planning is based on children's needs and interests. Observations of what children do are enhanced by well annotated photographs. Assessment is clear and includes all those involved with the children. The childminder is aware of the requirements of the 'progress check at age two'. She provides daily feedback to parents and gives a summative assessment of progress each year. This is shared with parents and staff at other settings attended by the children. As a result, children make very good progress in relation to their starting points.

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

The childminder provides a very warm, welcoming, safe and stimulating environment for children in her care. Play areas are well set out and depict the interests of the children.

The childminder is skilled in helping children to form secure emotional attachments and enables children to develop self-confidence and independence. She takes time to find out about children's early experiences including their cultural and dietary requirements, routines, care needs, likes and dislikes. She uses this information well, to help children make a smooth transition from their home into her care. She has high expectations for good behaviour and is an excellent role model to children, using good manners at all times. She gives good eye contact, gets down to children's level when speaking to them and respects their choices. As a result, children know what to expect, and their manners and behaviour are exemplary. They say 'please' and 'thank you', welcome visitors politely and respond well to requests, such as 'Please put your apron on for lunch'.

Well placed posters, bilingual labels and a range of well-chosen resources support children's awareness of the diverse cultural and physical characteristics of others, including those with disabilities. Children are provided with a good range of nutritious healthy meals and snacks including homemade lasagne, curries, cereals, fresh fruit and raw vegetables, prepared daily by the childminder. Fresh water is readily available. A monthly menu plan is shared with parents and suggestions for vegetarian options are welcomed. Children sit with the childminder at meal times and share news and stories together. They are encouraged to use cutlery correctly and to wipe their hands and face after eating. Children independently access the bathroom and attend to their own hygiene needs effectively using their own facecloths and towels.

Children's physical needs are effectively met through regular visits to the park to access larger play areas and daily outdoor play. They love to be outside even on a rainy day and easily access the garden area through the playroom. They jump and bounce on the trampoline and use a small climbing frame with ease. They make pies in the sand tray and skilfully use garden tools when digging for worms and mini-beasts. Children show high levels of self-control during activities and are confident when sharing their resources with adults. Children show an awareness of how to take risks and keep themselves safe. For example, when turning over stones to find worms they make comments to the childminder such as 'watch your toes, be careful of your fingers', and 'oh, this is too heavy for me'. As a result, children are relaxed, make informed choices and thoroughly enjoy their day.

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

The childminder fully understands her responsibility to ensure that her provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage and has very effective policies and procedures in place to safeguard children in her care. She is clear about the procedures to take should she have a concern about a child. Parents know and understand her policies and procedures. She has robust risk assessments in place for her

home and planned outings. In this way risks are minimised and children are kept safe.

The childminder has an in depth knowledge of the requirements of the Statutory framework for the Early Years Foundation Stage and is aware of her responsibility to deliver highly effective educational programmes. She is aware of how children learn and plans for their individual learning styles. Planning is based on observation and assessment of children's age and stage of development and takes into account children's interests and choices. As a result, children are active learners. The childminder takes positive steps to support children with English as an additional language and those with special educational needs and/or disabilities. She forms highly effective partnerships with parents and other professionals involved in children's education and care. She has established links with local schools and meets with teachers on a regular basis. Her 'Transition to school' document is highly effective in sharing information and ensuring children have continuity of provision. This means that children are well prepared for the next steps in their educational journey.

Partnerships with parents are very strong. They are very happy with the care and education their children receive from the childminder and make comments, such as 'We feel our child is doing very well. She is more confident to make new friends and to talk in the group. She is ready to move to school in September' and 'We know all about our child's day because we are given good information and she talks about the childminder at home'. The childminder includes parents in all aspects of their child's education by giving them opportunity to visit her setting and asking for contributions to cultural and special events. Parents say that their children have a very good start to school life because the childminder has such a good range of activities. She takes time to get to know the children and shares their progress with the next setting.

The childminder effectively evaluates her provision and knows her strengths, has addressed all previous actions and recommendations and is in the process of forming an action plan for future development. Parents and other professionals readily contribute to the evaluation process through discussion, questionnaires and notes of visit. The childminder is passionate about her work and clearly provides excellent experiences for children in her care. She is fully committed to working with, and for, families who access her provision, and as a result, shows an excellent capacity to improve.

### **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
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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>	EY383456
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	821619
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/05/2009
<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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