

Inspection date	10/09/2013
Previous inspection date	26/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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, welcoming environment where children feel happy and secure. Consequently, they enjoy strong positive relationships with the childminder and with each other.
- Children make good progress because the childminder knows and understands their starting points. She makes accurate observations and takes into account children's individual needs when planning for their learning and development.
- The childminder gives high priority to children's early language development. They have many opportunities to develop their speech and language, and extend their vocabulary through a variety of activities and in shared conversations.
- The childminder has strong effective partnerships with parents. This enables her to provide continuity of care and extend learning opportunities so that children are well prepared for the next stage of their learning.
- The children's behaviour is excellent because the childminder has clear and shared house rules. She knows what good behaviour looks like and shares her high expectations with children and their families.

It is not yet outstanding because

- There is scope to further improve children's very good independence by encouraging them to make their own snacks and serve their own meals.

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 journals, planning documentation and scrutinised a selection of policies including those for safeguarding and behaviour management.
- The inspector observed children's play and activities both indoors and outdoors, including adult-led and child initiated activities.
- The inspector considered the range, relevance and accessibility of resources.
- The inspector considered the childminder's suitability to undertake her role.
- The inspector took into account the views of the parents and carers spoken to on the day and from comments received.

Inspector

Dorothy Williams

Full Report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two adult children in a house in Liverpool. The whole of the ground floor and the rear garden are used for childminding.

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 eight children on roll who are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

The childminder works with an assistant and receives support from the local authority and 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:

- provide opportunities for children to serve themselves at meal times and to help prepare snack, in order to further their rapidly developing independence.

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 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 park, shops, playgroups, library and places of interest. Well-presented and annotated photographs show that children clearly enjoy their outings and visits.

The outdoor area is very well set up for extended play. The summer house and small play house are used to extend role play outdoors. Children's physical development is well

supported as they use a variety of equipment for climbing, crawling and sliding and ride a variety of bike and scooters. Children make dens and find quiet places to hide or rest. Outdoor clothing and waterproof overalls enable children to access water and sand play and to enjoy the garden in all weathers.

There is a wide range of well maintained and age appropriate resources in the playroom. These are easily accessible and well labelled. Older children choose to complete increasingly difficult jigsaws with minimal support, while younger ones relax with their 'babies'. Children learn to imitate life skills as they change and feed their dollies and put them down to sleep in a miniature cot. Babies reach and point to communicate their needs. They crawl and are supported to press buttons and repeat light sequences when using cause and effect toys. Children love to listen to music. The childminder effectively plans music sessions to extend their skills and experiences. Children readily sit in a circle and choose their instruments. They shake, rattle and bang when singing favourite nursery rhymes and familiar songs.

Children love books. They select favourite stories from a range of well-presented books and snuggle up with the childminder to listen as she reads a favourite story, confidently joining in familiar endings. The childminder responds with enthusiastic praise. She introduces new vocabulary, such as 'loud and soft' or 'quiet'. She gives effusive praise and encourages children to repeat familiar words and sentences. 'Talking Tips' are displayed and the childminder uses these when speaking and listening to the children. She gains eye contact, gives clear instruction and expertly interprets children's babble in reply. As a result, children's language skills improve rapidly.

On entering the setting children remove coats and shoes. Older children change out of their uniform as they arrive. Children engage in tidy up routines and support each other in choosing different activities. Their growing independence and self-confidence means that children are developing the skills and attitudes they will need, and are well prepared, for the next stage of learning. Children are becoming confident active learners. Their learning journals show excellent individual planning, observation and assessment. The childminder is aware of the 'progress check at age two' and keeps parents well informed of their child's progress so they can continue children's learning at home. Parents make very positive comments and feel that their children make very good progress while at the setting. As a consequence, children's needs are well met.

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

The childminder provides a bright, welcoming, safe and stimulating environment for children in her care. She takes time to meet with parents and find out all about the children and their early experiences, including, routines, care needs, likes, dislikes and dietary needs. She puts parents and children at ease in her setting. As a result, children form strong, positive and secure relationships with the childminder.

Children's behaviour is very good as the childminder and her assistant are excellent role models. They speak in a very calm quiet manner and listen when children talk and remind

them to use good manners when asking for toys or sharing out resources. Effusive positive praise is given at every opportunity, which increases children's confidence and self-esteem. The childminder has positive house rules, which she shares with all families who attend her setting and simple reminders, such as 'Kind Hands, Kind Feet, Kind Words', are displayed in the play areas. Children are asked to say sorry if someone is hurt or upset. In this way children learn to care for one another and good behaviour is reinforced.

Children are learning about healthy food because the childminder takes part in the local Healthy Eating campaign. An attractive display reminds children of healthy options, such as fruit and vegetables. The childminder prepares all meals fresh daily. She shares her menus with parents and welcomes their comments. She provides fresh fruit, raw vegetables, and a range of snacks during the day. However, children do not serve their own meals or snacks, which means their independence skills are, sometimes, not as well supported as possible. Children are given water or milk to drink in their own cups or bottles. Children sit at the table for meals and babies use a high chair, this supports their safety and encourages them to think about how to keep themselves safe.

The childminder has very good hygiene and nappy changing routines. Children are changed quickly and efficiently. The childminder wipes the changing mat before and after use, carefully checks babies for rashes and maintains dignity at all times. Older children independently access the bathroom and wash their hands at key times, such as before and after meals and after using the toilet or potty. Children ask to be changed or for the potty and are rewarded with a sticker on their chart. In this way children are excited about their next stage of development.

Children's emotional needs are well met as the childminder provides a home from home atmosphere. She is thoughtful and caring when talking to children about their feelings and experiences and gives plenty of cuddles at key times, such as when babies are tired, or seeking reassurance. Parents can ring and check on their children at any time and are given good feedback at the end of the session. As a result, children have continuity of care. They are relaxed, happy and enjoy their day.

The childminder has made very good links with the local school and nursery setting. Children attending both settings have a communication book through which individual planning and information is shared. In this way children become familiar with the local school and are well prepared for transition to the next stage of learning.

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

The childminder works very well with her assistant to ensure all children's needs are met. She fully understands her responsibility to ensure that her setting meets the safeguarding and welfare standards of the Early Years Foundation Stage. She has robust risk assessments and all the required policies and procedures are in place to ensure children's safety at all times. Parents are given a wealth of information, including policies and

procedures which include complaints and as a result, parents are confident in the childminder's ability to care for their children and children feel safe and secure when in her care. The childminder has a good awareness of changes to inform Ofsted about.

The childminder and assistant have completed a variety of training to enhance their knowledge and personal development, including speech and language courses, behaviour management, baby signing and sensory play. They regularly access the local children centre, playgroups and meet with other childminders. In this way they can support each other and enhance the provision. The childminder has an in depth, knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and delivers an effective educational programme. She is aware of how children learn and plans well to support their individual learning styles. Planning is based on children's interest and development. Good observations are linked to areas of learning and next steps are noted. The childminder works closely with parents to ensure that the particular needs of individual children are very well met.

Partnership with parents is very strong and they make positive comments about the childminder's provision and their child's development. They say 'The childminder is amazing, she looks after the children like her own. She is always there if I need her and I know my child loves it here' and 'My child is really enjoying her time here. Her social skills are improving and she understands how to behave'. Parents also say that they are very happy with the care their children receive while at the setting. They feel that the childminder gives children a good start on their educational journey and meets their needs very well.

The childminder has effectively addressed all previous recommendations and actions and has begun to simply evaluate her setting. She recognises her strengths and has basic plans in place for future improvements to benefit children. Evidence shows that parents, children and other professionals make positive contributions to the evaluation as they complete focussed questionnaires and support the childminder through discussion and training.

The childminder is very passionate about her work. She cares deeply about the children in her care and aims to give them the very best start to their educational journey and enable them to reach their full potential.

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	EY331814
Local authority	Liverpool
Inspection number	934736
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	26/02/2010
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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