

Inspection date

Previous inspection date

04/11/2013

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

- The childminder warmly engages with children and the quality of teaching is good. She plans activities that are purposeful and developmentally appropriate across all areas of learning.
- Children are happy and content with the childminder, which positively impacts on their self-confidence and emotional well-being.
- Children make good progress in their learning because the childminder completes regular observations and assessments of them as they play. The next steps in their learning are clearly identified.
- The safeguarding and welfare requirements are well met, therefore, children's safety and welfare are assured.

It is not yet outstanding because

- The playing of background music does not maximise children's developing listening and attention skills when they are involved in play and story time.
- On occasion, the childminder does not give children sufficient time to think about ways to do things to solve problems for themselves.

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 compulsory part 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 indoor and outdoor play areas and viewed the resources and equipment available to the children.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at a selection of documents, including children's records, planning, policies and procedures.

Inspector

Jean Thomas

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and children aged one and seven years in a house in Bebington, Wirral. The playroom and kitchen are on the ground floor level, the designated bedroom and bathroom are on the first floor and the rear garden is used for childminding.

The childminder attends activities at the local children's centre, visits parks and places of interest on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently five children on roll in the early years age group, who attend for a variety of sessions. The childminder provides care all year round from 8am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- limit playing background music for specific activities to enable children's listening and attention skills to be further enhanced
- give children sufficient opportunity to find ways to solve problems and complete tasks themselves to further enhance their critical thinking.

Inspection judgements

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

The childminder fully understands how children learn and develop through play. She provides a very good range of first-hand experiences that ignite children's curiosity and active engagement. For example, children are making colourful Rangoli patterns as part of the Diwali celebrations using chunky chalks on a large sheet of paper secured to the floor. This activity gives children opportunities to be creative, make marks and to develop physical skills necessary for writing. They also make mathematical discoveries as they fill and empty different sized containers from a trough of multi-coloured rice as part of the celebrations. The childminder skilfully includes all ages of children in these activities by adapting her questioning and language to suit the differing stages of their development. Children's communication and language skills are very well supported by the childminder. She effectively promotes children's understanding and language and uses animated facial expressions and gestures with babies to reinforce what she is saying. However, the practice of playing background music during play and story time does not maximise opportunities to promote children's listening and attention skills. The very well organised

and accessible range of play materials motivates children to explore and learn. The younger children become animated and excited with their success as they press the buttons on the activity toys and when playing with the shape sorter. During this activity, the childminder introduces the naming of colours and shapes. From a young age, children determine the direction of their play and move away from an activity when they have completed it to their satisfaction. They move to the farm animals, handle them and babble as they handle and explore the animal figures. The childminder responds to their interest and names the animal and makes the corresponding animal noises. Babies make attempts to copy, an important step in their language development and they laugh together and repeat the activity to reinforce the learning and enjoyment. Older children are confident communicators. Conversation flows as they play. They talk about what they are doing, using descriptive language and expression in their voices.

Children are enthusiastic, happy and enjoy the childminder's involvement in their play. They are creative and confidently transfer a variety of resources from different storage containers to support their play plan. These include cars, garages and play people. The childminder and children play at floor level and children show their deepening levels of concentration as their interest is sustained in the self-chosen activity. However, on occasion, the childminder does not give children sufficient time to resolve for themselves obstacles, which play presents. For example, the childminder finds the cars which will fit the garage ramp instead of nurturing children's problem solving skills and encouraging them to work this out for themselves.

The childminder fully embraces outdoor learning, both at her setting and through outings, in the knowledge that for many children this is the preferred learning environment. Her outdoor area is an exciting place to play and to spark children's natural curiosity to explore and investigate. There is a very well-stocked mud kitchen where children use the natural resources of the garden to support their pretend play. Children make their own music from the variety of pans, trays and metal containers hanging on the 'sound wall'. The childminder has made dens in different areas of the garden using natural materials, such as the coverage from bushes and willow tree branches. These create communication areas where children can talk and listen to stories and stimulate imaginative play. A range of resources are continuously accessible to the children in the outdoor playhouse, including mark-making materials, books, construction blocks to further enhance their outdoor learning. The childminder makes learning fun and this is successfully nurturing children's inventiveness and developing their confidence to develop their own ideas. Consequently, children are acquiring the skills to prepare them for their next stage of learning.

The childminder knows the children very well and accurately assesses their stage of development to plan appropriately for their next stage of learning. Parents are actively involved in their children's learning. The childminder engages parents when children start to gain a sense of what they like and can do. Parents are involved in the initial assessment of their children, which forms the baseline for future planning. Children's development is carefully recorded in learning journey records, which include samples of work, photographs and regular observations. Parents have access to this information and make comments about their children's progress. This includes children's progress check at age two. The sharing of this information provides parents with guidance to continue learning at home. Children are also involved in their learning records and enjoy looking at their

own work and talking about their achievements. The childminder works with other professionals and providers, in order to plan complimentary play opportunities at her provision to support their progression. For example, in the knowledge that the reception class children are working on phonics, she organises a letter game as part of the Halloween activities. The childminder marks apples with letters of the alphabet and the children name and sound the letter on the apple they catch. The partnership working with parents and others promotes continuity and significantly impacts on children making good progress in relation to their starting points.

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

The childminder establishes warm and caring relationships with children. She creates an environment where children feel relaxed and they have the confidence to play in an uninhibited manner. Children demonstrate through their actions that they feel settled and safe. The good settling-in procedures tailored to each child's needs means that the transition between home and the childminder's care is a positive experience. As part of this procedure, the childminder has created a 'settling in' book, which contains photographs of the childminder, her family, the play areas and play materials available. Prior to starting, children take the book home to help them feel more familiar and comfortable about their new care setting. It is an ongoing process for the childminder to gather information from parents about children's individual care requirements to make sure she fully meets children's individual needs. The childminder effectively supports children as they move onto pre-school or school. Using the principle of her own 'settling in' book, she takes photographs of the children's new provision and its staff. These photographs are easily accessible in the playroom for children to look at and talk about to help prepare them for their next stage of learning.

The childminder is a positive role model for children's behaviour. As she plays with the children, she demonstrates how to share, take turns and the use of polite manners. She consistently talks to children in a respectful and gentle manner. Parents' comment that they implement strategies used by the childminder to be consistent in supporting their children's developing social skills. The childminder has resources, which reflect the diversity of society and outings in the community help children to observe, identify and respect people's differences. Outings are used to help children to learn to look after themselves as they follow the road safety procedures. Teaching children how to stay safe is an integral part of their learning. For example, the childminder gently reminds children how to sit properly on chairs to make sure they do not fall off and hurt themselves and to put some toys away to prevent them tripping over.

The childminder helps children to develop an awareness of a healthy lifestyle through their daily routines. They enjoy healthy snacks and nutritious meals prepared by the childminder. Fruit and vegetables are incorporated into the daily diet. Children become familiar with good personal hygiene procedures, such as washing hands before eating and after toileting to help protect them from germs. The childminder provides children with good opportunities to promote their enjoyment in being physically active and their physical development. Children dress in suitable clothing to enable them to benefit from playing outside in most weathers. They walk to the school to take and collect children. The

childminder's aims to nurture their enjoyment for this type of exercise and uses it to extend their learning as they play games as they walk, such as finding numbers, letters, shapes and listening to the sounds of the environment. The childminder supports the babies developing mobility by organising the playroom to offer clear space for them to enjoy crawling and investigating easily accessible resources. Their physical development is further promoted as they can pull themselves up to a standing position using furniture and the resources available.

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

The childminder fully understands her responsibilities in meeting the safeguarding and welfare requirements and implements these well, to promote children's safety and well-being. She is clear about the local child protection procedures and has all relevant contact details should she have any concerns regarding a child in her care. Her own safeguarding procedures reflect the depth of her sense of responsibility to protect children from harm. For example, in the case of an emergency while on outings, children wear small badges, which detail her contact information. The childminder is well organised, which impacts on the level of supervision she maintains with the children. For example, she prepares meals in advance to give her more time to work directly with the children. Risk assessments are documented to help her monitor potential risks. Records are maintained as legally required for children's well-being.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She uses her child development knowledge and previous experience of working with young children to effectively develop her provision for children. She monitors her routines and planning, in order to meet children's learning needs through a broad and balanced range of enjoyable experiences covering the seven areas of learning. This is the childminder's first inspection since her registration. She evaluates her service through reflecting on her practice, seeking the views of parents and children. She identifies strengths and areas for development that will improve children's achievements and enhance their experiences. For example, the childminder fully understands the impact her own childcare knowledge has on the quality of the provision and outcomes for children. As a result, she is currently undertaking Level 3 childcare diploma. She uses the conference website to communicate with childminders throughout the country to help quality assure her provision.

The childminder is committed to partnership working to help her meet children's individual needs. Parents receive good quality information to ensure they are fully informed about their child's care and education. For example, contact is maintained through daily discussion and diaries, a confidential social media website and newsletters. Parents express their great satisfaction with the provision. They comment that the childminder supports children's learning and development very well. The childminder has implemented procedures to work with other childcare providers to promote continuity and progression in children's learning and development.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463216
Local authority	Wirral
Inspection number	918985
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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