

Inspection date

28/11/2013

Previous inspection date

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 makes effective use of information from parents to ensure routines are familiar and comforting. Children settle quickly due to the childminder's caring approach and soon begin to enjoy the happy atmosphere and interesting opportunities to learn and play.
- Children have good opportunities to develop their independence, particularly at mealtimes. This means that they become confident in their ability to do things for themselves and develop high levels of self-esteem.
- The childminder reflects on her practice and actively seeks ways to improve her knowledge and understanding and practice. She makes effective use of what she learns to keep children safe and to benefit their learning. Her plans for improvement are well targeted to strengthen provision for the children.

It is not yet outstanding because

- Teaching is not yet outstanding, as on some occasions, the childminder does not clearly focus her planning to identify all learning opportunities. As a result, the organisation of resources is not fully considered, which lessens children's abilities to fully benefit from the activity and to learn at the highest level.
- Natural objects and materials are not included in the freely accessible materials for children to look at and handle, which lessens their very good opportunities to investigate their world.

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 living room and conservatory.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the childminder about her self-evaluation and improvement plan.
- The inspector took account of the written views of parents and carers included in the childminder's records.

Inspector

Lynne Naylor

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 two children aged seven and two years in a house in Orrell Park, Liverpool. The whole of the ground floor is used for childminding. Currently, the garden is not available for outdoor play.

The childminder attends a toddler group and activities at the local children's centre and at the local school. She visits the park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll, who is in the early years age group and attends full days. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She 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:

- ensure children benefit at the highest level from experiences by sharply focusing the planning, in order to more clearly identify what children are to learn and therefore, how to best organise the resources for maximum learning to take place
- increase opportunities for children to explore and make sense of the world through making available a wider range of freely accessible everyday items and natural resources.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how to promote the learning and development of young children through play. She carefully plans and provides interesting and challenging experiences that meet children's needs from their first day. This is because, from the moment they start, she works closely with parents to find out what children already know and can do. She extends children's learning from these starting points to ensure children make good progress. Each day, the childminder talks to parents about what their children have been doing and what they have achieved, so that parents can develop this further at home. For instance, a parent bought an alphabet ball for home, as a result of her baby's keen interest at the childminder's home.

Babies display the characteristics of effective learning, for instance, they are keen to

investigate things. The childminder sets out toys for babies on the floor and they stop to concentrate on items they find. Occasionally, they handle natural items, such as leaves, because the childminder sometimes adds these to provide interest to their imaginative play with toy dinosaurs. However, babies and young children do not have ready access to natural objects or everyday items to handle and enhance their understanding of the world. On the other hand, the childminder provides planned sensory experiences, which build on their interest in new sounds and textures. For instance, they reach out to touch and feel rice pudding on a tray and listen to the noise made as it squelches through the childminder's fingers. They touch the ice cubes made by the childminder from coloured water and react to the cold experience by dropping them. Children learn about their local community and the natural world on outings in the local area. The childminder takes babies to visit the city farm, where they look at pigs, sheep, chickens and goats and listen to the sounds they make.

The childminder successfully encourages the physical development of babies. She purposefully positions toys on the sofa, as a result, babies reach out and pull themselves to stand, which encourages their mobility. Babies develop physical strength and coordination as they crawl to follow a ball, which makes a noise when rolled across the floor. Babies play with and actively explore toys set out by the childminder, for instance, toys with buttons that activate sound and light. Their awareness of technology is raised as they find out how things work. The quality of her teaching is good. Records show children make good progress within the typical range of development expected for their age. The childminder effectively supports them to make good progress in their personal, social and emotional development and their physical development. They also acquire good listening and speaking skills. This is because the childminder acknowledges and gives meaning to their babbles, which enables babies to practise and develop speech sounds. She provides a verbal commentary during activities, which encourages them to link words with actions. The childminder sings songs and rhymes, some of which involve counting, which encourages their communication and their awareness of number. She takes children to listen to stories being read at the local library, which raises their interest in literacy. Children's good progress in the prime areas of learning ensures they have the key skills needed for the next steps in their learning, including school.

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

The childminder relates well to children. She finds out as much as she can from parents about children's likes, dislikes and routines. The childminder takes care to use the information, which ensures routines are familiar and comforting. This enables babies to feel emotionally very secure and settle well. Children eat a nutritious lunch, such as chicken and pasta followed by yoghurt. The childminder uses fresh ingredients to make most of the meals on the menu. Babies are given two spoons to hold at lunch time. This purposefully encourages the development of their self-help skills as they learn to feed themselves. After lunch, they are given wet wipes to hold, which involves them in cleaning their hands independently. The childminder promotes healthy lifestyles. She follows hygienic nappy changing routines and sleeping arrangements are discussed and agreed with parents. Each child is able to rest or sleep according to their individual needs and parents' wishes.

Children do not have access to the childminder's garden, however, she plans plenty of physical activities, so children exercise vigorously. She provides ample floor space for babies to crawl and supports them as they use furniture to pull themselves up to stand. Children also experience fresh air as they go for walks to experience the local area and to attend group activities at the local school and at the children's centre. Children regularly visit a sensory room, where they crawl over soft play equipment and gain self-awareness as they look at their image in different mirrors. Regular outings to the toddler group are purposefully planned to help babies to develop confidence and independence as they become aware of others. This helps support their emotional development as they prepare for the next stage in their learning, such as nursery or school.

The childminder creates a welcoming atmosphere in which children play. She allows children time to investigate on their own but knows when to offer help. This effectively promotes their well-being and independence. From an early age, babies learn to behave well. They are happy and content due to consistent routines and develop good self-esteem due to the childminder's use of praise for their positive behaviour. They learn to take risks safely and understand and follow rules for safe behaviour through activities that encourage them to explore the environment. Babies demonstrate that they feel safe and secure with the childminder as they help themselves to items from a basket of selected toys.

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 of the Early Years Foundation Stage. She has a good awareness of child protection gained through recently attending a workshop. The childminder demonstrates a clear knowledge of the indicators of abuse and knows how to work with other agencies to keep children safe. Everyday, the childminder visually checks her home is suitable and safe for children. Her written risk assessments clearly identify risks indoors and on outings and are regularly reviewed. The childminder efficiently manages her service through following clear procedures and maintaining accurate records. These ensure children are kept safe, protected and supported.

Since registration, the childminder has made good progress to develop a service that effectively meets the unique needs of babies. She actively looks for ways to improve her practice. For example, she regularly seeks parents' views and every week, she meets with other childminders to share ideas and discuss childcare related issues. This enables her to reflect on her practice and identify and prioritise plans for improvement. Following a discussion with other childminders, she built on her partnership with parents by introducing 'magic moment' slips. Parents make notes of their child's abilities at home and these are used by the childminder in her assessment of children's abilities. The childminder is keen to maintain her improvement and makes increasing use of the internet to expand her knowledge, understanding and practice. For example, following her recent research, she provides a range of edible substances for babies to explore, which are safe if put to their mouths. The childminder has developed a secure understanding of the

learning and development requirements of the Early Years Foundation Stage. In the short time since registration, the childminder has developed a planning system that is commendable in a number of ways. She provides a broad range of experiences to help children make good progress towards the early learning goals. Her ongoing monitoring of their progress enables her to see any gaps in their development and plan to fill those gaps. She observes and assesses children as they play, which with information from parents, gives her an accurate understanding of children's skills, abilities and progress. She plans what children need to learn next using the previous week's observations. Although, planned experiences, such as sensory play with rice pudding, are stimulating, all the possibilities for learning are not identified in the planning stage. On these occasions, the organisation of the activity and the teaching are not sharply focused, in order to ensure learning is at the very highest level.

Parents access good quality information about the setting through a very informative welcome pack with well-laid out policies. They receive plenty of information about their child's care and daily activities verbally and written on daily sheets, stored in individual ring binders. Currently, there are no children, who attend other early years provisions, however, the childminder demonstrates a strong commitment to work in partnership with other settings when the need arises to support children's continuity of care.

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	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	EY462598
Local authority	Liverpool
Inspection number	924100
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
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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