

Inspection date	16/12/2013
Previous inspection date	19/01/2011

The quality and standards of the early years provision	This inspection:	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

- Children are very happy and feel secure within the setting as strong relationships are formed with the childminder. She clearly knows the children and their individual routines very well as she responds to their needs effectively.
- The childminder clearly understands how to successfully support children in their learning and development. She demonstrates effective teaching skills and organises creative experiences for the children to enjoy. Consequently, children make good progress in their learning.
- The childminder's calm and child-centred approach helps children to feel relaxed, happy and safe in her care. Children eat a good variety of healthy and nutritious meals, which benefit their health and well-being.
- Parents are involved in their children's learning and they are kept well-informed of their ongoing achievements. This cohesive approach makes a strong contribution to children's care, learning and development.

It is not yet outstanding because

- There is scope to provide more opportunities for children to experiment with numbers and become familiar with numerals, in order to strengthen their interests in numbers and number recognition.
- Print is not always used to best effect, to help children develop their understanding that words have meaning.

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 rooms 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, children's record of development, policies and procedures.

Inspector

Sue Rae

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged 13 and 18 years in a house in Southport. The designated playroom, downstairs toilet and outdoor play area are used for childminding. The family has two cats as pets. 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 nine children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Saturday, except bank holidays and family holidays. She is a member of 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:

- enhance the already good programme for mathematics, for example, by reviewing the use of number labels and number lines in the setting to further extend children's understanding of mathematics and provide further opportunities for them to explore and experiment with numbers
- increase the amount of print displayed, such as, signs and labels on storage boxes, to enhance children's good early literacy skills by increasing their understanding that words have real meaning.

Inspection judgements

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

The childminder has a secure knowledge of how children learn and develop, which supports her to meet children's needs. She understands the importance of working in partnership with parents and gathers comprehensive information about children's starting points, individual interests and needs. This helps the children to settle happily in her care. Regular observations of children's progress identify their stage of development and inform plans for the next steps in their learning. These are closely linked to children's interests and help them to acquire the skills and motivation to learn successfully. The childminder has developed good skills, knowledge and understanding of the characteristics of effective teaching and learning. As a result, she fully extends children's learning as she sensitively joins in with their play. Equally, she knows when to stand back and allow children

uninterrupted time to play and explore on their own. This means that children enjoy a good balance of adult-led and child-initiated activities throughout the day. Children are working within the developmental stages expected for their ages and are developing the skills needed to take the next steps in learning, including the transition to school. The childminder encourages parents to be involved in their children's learning. She makes effective use of her daily discussions with parents to talk about children's progress, how learning can be supported at home, and to ask them to share their own observations of their children's achievements. The childminder keeps records of learning to help monitor children's progress in each area of learning and parents are encouraged to contribute to these. She understands the need to develop friendly relationships with staff in other early years settings in order to promote continuity of care.

The childminder has a good knowledge of how to teach children and how they learn. She organises the environment to offer children the continuous provision of play materials. This enables children to make independent choices in their play, follow their own interests and return to familiar resources to practise skills. The childminder manages the routine of the day to give children good opportunity to play at their own pace, in an unhurried and relaxed manner. As a result, children show deep levels of concentration, as they develop their own ideas and enjoy achieving what they set out to do. For example, they self-select the small world house. They confidently indicate to the childminder for some assistance in putting the baby in the bed. Following the childminder's guidance they practise placing the people in the furniture, interacting with the childminder by naming the furniture. They later return to this activity to practise the skills they have learnt. Children snuggle next to the childminder and enjoy looking at their development files. Children have access to books. However, there is scope to improve the use of print in the environment. For example, signs and labels on storage boxes are not always used to help children develop an understanding that words have real meaning.

Children's communication and language skills are given a high priority. The childminder models language and provides children with lots of opportunities to use language for communication. For example, the childminder names many resources and asks open-ended questions, which encourage children to think and practise their developing language skills. Consequently, children are making good progress given their starting points. The childminder routinely extends children's vocabulary, introducing new words through everyday activities and experiences. Children develop their physical skills as they take regular trips to the local park. Toys are easily accessed and space is well-planned for children to move independently. The childminder supports children's understanding of numbers as she counts during everyday situations, for example, when assisting children to put away crayons. However, there is scope to develop this further by providing more resources to develop children's number recognition, such as number lines and labels. Children are familiar with their routines and know when it is time for meals, nappy changing and play. Children become aware of people and communities as they attend toddler groups, local shops and see other adults and children outside the home environment. These activities help children make good progress in preparation for school and the next steps in their learning.

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

The childminder provides a homely and welcoming environment for children. Their emotional well-being is supported and nurtured because the transition between home and the setting is thoughtfully planned and well organised. Children benefit from secure attachments with the childminder, which provide a strong foundation for their general well-being and developing independence. The caring, supportive and nurturing environment ensures all children feel valued, safe and secure. Consequently, children demonstrate a very strong sense of belonging as they move purposefully around the playroom, making informed choices about how and where they spend their time. Care needs and routines are fully discussed and agreed with parents prior to admission. As a result, children settle extremely quickly and benefit from consistent care that meets their individual needs. The childminder has good communication methods with parents to keep them fully informed of their child's progress each day, for example, by telephone, text and comprehensive verbal feedback.

Children's self-esteem is developing well as the childminder continually praises their efforts and achievements. They show curiosity and listen to the explanations and instructions that are given by the childminder. Young children use pointing and eye gaze to make their needs known. For example, when they point to the small world house the childminder helps them to reach it from the cupboard. Children are learning to live healthily and their daily routine ensures there is plenty of exercise. They enjoy playing outdoors in the fresh air, making use of the local park and toddler groups. Inside, the childminder organises a stimulating range of age-appropriate play resources. The childminder supports younger children to develop independence skills and begin to manage their own personal needs by encouraging children to wash their hands before snack. The childminder provides food and drink for children according to their individual dietary requirements. Meals and snacks are homemade and healthy, such as pasta, fresh fruit and water.

The childminder is a positive role model for children's behaviour; she is courteous and shows them respect in all they say and do. Her behaviour management strategies effectively help children and to understand the behavioural expectations. The childminder acknowledges their achievements through frequent and meaningful praise and encouragement. The childminder teaches children how to look after themselves. They practise the emergency evacuation procedure and she reminds them about how to play safely, such as putting away toys so they do not trip over. Resources, such as dressing-up costumes and books, help children to learn to value and appreciate the similarities between themselves and others. Children's personal, social and emotional development is particularly well-fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well-prepared for their transition into nursery or school.

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

The childminder has a good understanding of local safeguarding and child protection procedures. She fully understands her responsibilities and the procedures to follow if she should have any concerns. Consequently, the childminder effectively safeguards children.

She makes sure all of the required documents that promote children's well-being are in place and shared with parents. For example, the procedure for the safe administration of any medication required is well-documented. Risk assessments are thorough for all areas indoors, outdoors and on outings, minimising any potential risks to children. The childminder has a clear understanding of the importance of working in partnership with parents, external agencies and other settings to ensure children's needs are met. She advocates that all parents should be involved in their children's learning.

The childminder fully understands the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and ensures she is meeting her responsibilities in all areas. She evaluates and monitors planning and assessment procedures to ensure that she has a good knowledge of children's individual progress as they work towards the early learning goals. The childminder plans purposeful and developmentally appropriate activities, which challenge children and engage them in learning. Children are happy and confident, independently accessing resources, initiating discussion and inviting adults to join them in their play.

The childminder is fully committed to provide children with high quality care; she regularly reflects on and evaluates her practice to achieve continuous improvement. She attends appropriate training to further develop her knowledge of early childhood. Parents receive good quality information. They are given details of the childminder's policies and procedures and these are available at all times for parents to access. The childminder takes into account the views of parents through questionnaires and daily feedback. Continuity in children's learning is enhanced through good links being maintained with other providers in order to identify all children's needs and help them to make progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	310604
Local authority	Sefton
Inspection number	818881
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	19/01/2011
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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