

Inspection date	07/01/2014
Previous inspection date	09/06/2010

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 happy, content and secure with the childminder and are making good progress in their learning and development.
- The childminder understands how young children learn and successfully builds on their enthusiasm for learning. She accurately assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs.
- The childminder is committed to the continuous improvement of her provision and has undertaken a childcare qualification to help raise the quality of her practice.
- Children are cared for in a safe environment where any risks to them are minimised. This ensures children are safe and their protection is assured within the home and on outings.

It is not yet outstanding because

- On occasion, the childminder interrupts children's concentration and involvement in their play by introducing additional resources to the activity and by following the routine of the day. This means their learning is not always promoted as consistently as possible.
- There is scope to further enhance children's outdoor experiences through providing additional resources on outings to extend their learning and development.

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 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, policies and procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16, and her improvement plan.

Inspector

Jean Thomas

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children aged eight, 14 and over 16 years in a house in Heswall, Wirral. The whole of the ground floor and rear garden is used for childminding. The toilet facilities are situated on the ground floor level. Sleeping facilities are on the ground floor and in the designated bedroom on the first floor. The family have a pet dog.

The childminder attends a childminder's group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll in the early years age group who attend for a variety of sessions. The childminder is open all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate level 3 qualification.

What the setting needs to do to improve further

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

- increase the number of opportunities for children to participate in uninterrupted play, to maximise their opportunities to explore, investigate and develop their concentration levels
- provide a selection of resources on outings to further support children's outdoor learning in the knowledge that for some children this is the preferred learning environment.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop through play. A wide range of play materials are set out at a low-level to give children opportunities to make independent choices in their play. Children confidently transfer resources from different areas as they play and choose the way to do things. The continuous provision of resources provides children with opportunities to return to an activity and practice skills. For example, children return to the chalk board to make marks and practice their early writing skills. Children have many opportunities to be creative. They use the resources in the play kitchen to make pretend meals for dolls. Children are learning about technology and its purpose in everyday life as they turn the control knobs

and press switches on the play kitchen equipment. Their attention is held as they play at floor level with the small world play people figures, animal and cars. They sing to themselves as they play and talk about what they are doing, demonstrating their use of language for thinking. The childminder provides children with a varied range of textures and materials to explore including large quantities of home made play dough. The children are fascinated when they notice the marks they are making as they wheel the cars across the dough. They express their delight as they experiment with other utensils and see the different patterns they can make. The children experience the joy of making their own discoveries consequently nurturing the characteristics of effective learning. Children show deepening level of concentration as they play. However, on occasion the children's depth of concentration and their learning is distracted by the childminder introducing additional resources to their play and in meeting the routine of the day, such as snack time.

The childminder places a strong focus on helping children to develop their communication and language skills and supporting their physical, personal, social and emotional development. Consequently, children are acquiring the skills to prepare them for their next stage of learning. The childminder consistently speaks very clearly to support children's language development. She responds to their vocalisation, when younger children try to say a word she repeats it back so they can hear the correct pronunciation. The children enjoy listening to stories read to them by the childminder. This is a cosy time when children snuggle up to the childminder and they participate in the activity by turning the pages, pointing and naming objects in the pictures. They have chosen a book about a child visiting the dentist. The childminder asks questions and introduces new words to extend their language. She uses the activity to talk about emotions to help support children's ability to express how they feel and raise their awareness of feelings of others. Through daily routines and her involvement in children's play she supports their understanding of mathematical concepts. For example, as she secures the children in the high chair at meal times she counts as she positions their arms and legs in the safety harness. The older children use household products to make a shop and they group the objects according to size. This activity is followed by a visit to the shops with the learning intention of looking at numbers in the environment.

The childminder values outdoor learning and knows that for some children this is the preferred learning area. Children benefit from a wide range of outdoor activities. They enjoy outdoor play at the setting and visits to places in the local community and further afield. Children are regularly taken to the zoo and a farm to observe what animals do. Imaginative play is enjoyed in the park. For example, the slide becomes the pretend bus stop and the children and childminder go on a listening and observing journey to talk about what they can see and hear. However, consideration is not given to planning resources to take on outings to further enhance children's learning, such as, to give children opportunities to construct, make marks and play music. The childminder knows the children very well and accurately assesses their stage of development to plan well for their next stage of learning. Information is gathered from parents before the children start about what they know and can already do to inform the initial assessment. The children's individual record of learning includes samples of work, photographs, regular observations and tracking sheets to show the progress they are making. Records include the children's progress check at age two. Parents are encouraged to contribute to the learning records.

The sharing of this information provides parents with guidance to continue learning at home.

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. Prior to the arrangement starting, information is gathered from parents about children's individual care requirements and preferences. As a result, children's individual needs are well met. Children benefit from very secure attachments with the childminder, which provides a strong foundation for their general well-being and developing independence. Children demonstrate a strong sense of belonging as they move purposefully around the setting home, making independent choices about how and where they spend their time.

The childminder helps children to develop an awareness of a healthy lifestyles through their daily routines. They enjoy healthy snacks and 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. From an early age they demonstrate their understanding of the hand washing procedures as they pretend to wash their hands before eating in role play. The childminder provides children with good opportunities to promote their enjoyment in being physically active. Visits to the parks and indoor soft play areas gives children the confidence and space to be exuberant in their movements.

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 to understand the behavioural expectations. The childminder acknowledges their achievements through frequent and meaningful praise and encouragement. She plans opportunities for the children to play with a larger group of children through attending children's activities at other settings. Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school. The childminder teaches children how to look after themselves, such as they follow the road safety procedures and talk about stranger danger. The childminder makes effective use of spontaneous situations to help secure children's understanding of safety issues. On an outing the children's attention is held by a passing fire engine. This leads to a discussion about the role of the fire fighters which children introduce into their role play. The childminder plans an emergency evacuation drill to coincide with the children's current interest to help consolidate their understanding of safety procedures. Children access resources and enjoy activities to help nurture their appreciation of similarities and difference between themselves and others. For example, the childminder provides books, which reflect positive images of diversity and plans activities to look at different cultural celebrations.

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

Children's safety and welfare is well promoted and the childminder is knowledgeable about safeguarding and keeping the children safe. She is able to identify signs of abuse and knows the correct procedures to refer concerns. She carries out risk assessments for both the setting and outings to effectively minimise any potential hazards for children's safety. The childminder has prepared documented policies and procedures which meet the welfare requirements of the Statutory framework for the Early Years Foundation Stage. These are shared with parents to make them aware of her role and responsibilities and reflect her practice. Records are maintained as legally required for children's well-being.

The childminder has a good understanding of her responsibilities for meeting the learning and development requirements of the Early Years Foundation Stage. She makes good use of observations and takes children's interests, age and capabilities into account to prepare their individual planning. Children's progress is tracked and shared with parents. Consequently, the educational programmes are effectively monitored to ensure children make consistent progress in their learning and development.

The childminder demonstrates a strong commitment to the continuous improvement of the setting. She uses a self-evaluation form as a working document to identify priorities for change. The childminder takes into account the views of parents through questionnaires, which further supports effective self-evaluative practice. The childminder places importance on her own professional development to raise the quality of the provision. Since the last inspection, she has qualified to Level three in a childcare qualification and plans to undertake further training. The childminder had met the actions and recommendations from the previous inspection through implementing the Early Years Foundation Stage requirements.

The childminder is very aware of the importance of building positive relationships and close links with parents. She has developed good working relationships with them and they regularly share information to ensure children's individual needs are met. When the childminder takes children to the other settings they attend she gathers information from these providers to plan complementary activities. She also ensures that when children move to another setting, information is passed on, so that the transition is supported. Written comments from parents express their great satisfaction with the provision. They comment that the childminder supports children's learning and development very well.

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	EY401692
Local authority	Wirral
Inspection number	875191
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/06/2010
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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