

<b>Inspection date</b>	07/02/2014
Previous inspection date	03/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		<b>3</b>
The contribution of the early years provision to the well-being of children		<b>2</b>
The effectiveness of the leadership and management of the early years provision		<b>3</b>

### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- The childminder provides a welcoming environment which ensures all children feel safe and form positive relationships with each other and with the childminder.
- Children are well safeguarded as the childminder has appropriate policies and procedures in place and fully understands her responsibilities to protect children.
- The childminder's teaching is satisfactory. She uses a range of strategies to promote children's learning, and uses everyday play activities to extend children's counting skills and letter recognition. Therefore, children make satisfactory progress.
- The childminder gives consistent messages about a healthy lifestyle. As a consequence, children understand why they need healthy food and exercise.
- Partnerships with parents and other settings are well established and this ensures that the needs of children are met.

#### **It is not yet good because**

- Other than the progress check at age two, the childminder does not assess children's achievements, either as they start at the setting to determine their starting points, or over time to track their learning and development.
- There are few opportunities for children to engage in open-ended activities and the childminder does not often use open-ended questions to support children's thinking and creative skills.

- There is no process in place to evaluate the setting, finding out the strengths and weaknesses and developing a plan to improve.

### **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 the childminder, co-childminder and children together in the playrooms and in the garden.
- The inspector examined documents including policies and procedures, children's records and training certificates.
- The inspector looked at children's learning journals, including observation and assessment records.
- The inspector spoke to the childminder at appropriate times during the inspection.

### **Inspector**

Anne Parker

## Full report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with another childminder, who is her husband, on some days. She lives with her husband and two children aged 15 and 17 years, in Bootle. The ground floor, two bedrooms and rear garden are used for childminding. The family has two dogs and a cat as pets.

The childminder attends toddler groups and takes children on regular visits to the library, local parks, museum and art galleries. She collects children from local schools. There are eight children on roll, six of whom are in the early years age group. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure assessments of children's achievements include their starting points using information from parents, so that progress can be monitored and activities better tailored to individual needs.

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

- increase opportunities for children to develop their creative and thinking skills by using open-ended questions and providing resources, which allow children to explore different ideas
- implement robust self-evaluation procedures to determine the setting's strengths and weaknesses, to develop a plan for improvement.

## Inspection judgements

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

The childminder has a sound understanding of how children learn. She provides a range of activities, which ensures children are engaged in purposeful play and are motivated and eager to join in. The childminder uses effective teaching strategies to support children's learning. For example, she promotes communication and language by talking to the children during activities. While they make a bird together, the childminder talks to the

children about the colours of the feathers they choose and the sound the tissue paper makes as they scrunch it up into a ball. She reads stories to the children, which extends their vocabulary and understanding of the world. While playing with wooden blocks the childminder points out letters and numbers to the children and relates them to the names and ages of people they know. In this way, children understand that printed symbols hold meaning and they begin to learn basic literacy skills. Children have opportunities to develop their mark-making skills as they are provided with coloured felt-tipped pens and paper to use. They talk together about the weather outside and select from a range of laminated weather symbols and printed words to stick onto the window. Their physical skills are supported as they play in the well-designed garden where they can run, climb, roll and explore their natural environment. However, children are not routinely provided with resources which allow them to use their own ideas, and the childminder does not always use open-ended questions to support children's thinking skills. Therefore, children's creative and thinking skills are not being fully enhanced. The childminder occasionally observes children and records this in individual learning journals. There are also annotated photographs of children participating in activities and examples of children's artwork contained in these lovely files. This helps the childminder to know them better and informs her planning of future activities. However, the childminder does not routinely use her knowledge of the child to assess their achievements. Therefore, she is not able to consistently measure their progress over time.

The childminder effectively supports transitions into nursery or school through talking to children about what to expect and by ensuring they have the skills and aptitudes to become effective learners. She supports positive partnerships by talking to school staff about children and keeps parents fully informed about their child's time at school. Where appropriate, she introduces strategies to support children at school and at home, for example, a sticker chart for good behaviour that can be used across all settings.

The childminder has developed effective partnerships with parents. She talks to them as they collect their children, informing them of what their children have enjoyed playing with. This strategy has supported some families to continue the play at home. For example, she provides ideas for resources that parents can use to support children's development at home, such as themed bags to support communication and language development. The childminder ensures that information between home and school is effectively shared so that children benefit from a continuous approach between home, school and her setting. As new children start, the childminder spends time with their parents to gather information about their likes and dislikes and this helps them settle in. However, she does not collect sufficient information about children's previous achievements and so she does not assess their starting points.

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

The childminder provides a safe and welcoming setting which, along with her positive approach, ensures that all children feel safe, secure and happy in her care. She shows respect to each of the children and encourages them to respect each other. Children form strong attachments with each other and the childminder, and this has a positive impact on their emotional well-being. The childminder is an excellent role model, using good

manners and showing children how to be kind and praise each other. She knows each child well and supports them sensitively according their age and stage of development. The childminder has a flexible approach to children settling in, allowing them extra visits before they start. This helps children and their parents get to know the childminder and she finds out what the child likes to do. The childminder has high expectations of the children's behaviour and manages them well, setting clear boundaries and providing praise and encouragement. Therefore, children behave very well while with the childminder and this demonstrates that they feel safe and happy while at the setting.

The childminder works with another childminder in her home and while each is responsible for particular children, both work with all the children equally, supporting each other well. Parents are kept informed about what the children have been doing through regular conversations when they come to collect the children. Children are gaining an understanding of risk as they play outdoors, negotiating the steps up to the raised decking and using the range of equipment that is available. The childminder talks to children about risks and suggests ways in which they can keep themselves safe. For example, she reminds the children that the wooden decking is wet and slippery so they should walk with care. During visits out, children are reminded about holding hands and stand near the car while they wait for her instructions. This helps them to understand what they need to do to keep themselves safe. Children's independence is well promoted as they are encouraged to manage their own care needs. For example, the childminder provides appropriate support and encouragement for tasks, such as fastening coats and putting on shoes. At snack time children cut up the fruit with children's knives and appropriate levels of support.

The childminder gives clear messages about healthy lifestyles. For example, she reminds children to wash and dry their hands, fasten-up coats against the cold while outside and talks to them about the benefits of fresh air and exercise. She provides children with a range of healthy food for meals and snacks and chats to them about how it helps them grow strong. As a consequence, children understand the need for healthy food to keep their body fit.

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

Safeguarding is good because the childminder understands her responsibilities to keep children safe. She has a range of policies and procedures to help her achieve this and she shares these with parents. Safeguarding children is a high priority for the childminder. She attends safeguarding training to update her knowledge and skills and carries out appropriate risk assessments of her home, garden and the various places that she visits. There are appropriate procedures to control access to the property, for example, the door is locked while children are present and the childminder does not accept visitors to her home during minding hours. She knows how to seek advice or make a referral if there are any concerns about a child. As a consequence, children are safe while at the setting.

The childminder knows how to promote children's development across all areas of learning and she completes a progress check at age two for children in her care. However, she is

not able to track children's progress from their starting points because further assessments are not carried out at regular intervals. Therefore, she cannot monitor the impact of teaching on children's learning and development within her setting. This means that she cannot identify individuals or groups of children who may be underachieving and make the necessary amendments to close any gaps. The childminder aspires to improve, attending various courses to gain new skills and knowledge. Since her last inspection she has implemented written permission from parents regarding medication and ensured she has a clear understanding of who has parental responsibility for each child. However, she has not carried out a thorough evaluation of her setting, based on children's outcomes and the views of parents so she does not have a plan to drive improvement forward.

The childminder has good partnerships with parents and other agencies including staff at the local schools. They share information about the children and this ensures that children's needs are well met. The childminder knows about the various agencies that she can call upon for help if she felt there were any issues with a child. She also seeks the views of parents as she chats to them on each visit. Parents feel that the childminder is approachable and they can make comments or suggestions to her at any time.

### **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

<b>Unique reference number</b>	310614
<b>Local authority</b>	Sefton
<b>Inspection number</b>	871887
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/03/2011
<b>Telephone number</b>	

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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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