

Inspection date	13/02/2014
Previous inspection date	02/12/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is exceptional because the childminder has an in depth understanding of how young children learn. She provides an excellent range of interesting and age-appropriate activities for children in her care. As a result, they are eager to learn and make extremely good progress in their learning and development.
- The childminder is caring, sensitive and skilled in helping children to develop secure emotional attachments. This enables children to develop self-confidence and independence and nurtures their overall well-being.
- The childminder places a very high priority on language development and expertly supports children to develop their communication skills. This provides them with key skills for their future learning and development.
- This highly motivated and inspirational childminder continually updates her own professional development by attending a variety of training courses and regularly monitoring her practice, taking into account the views of parents and children. As a result, she has a strong capacity to improve this already outstanding setting.
- Excellent partnerships with parents and other professionals ensure that children's individual needs are exceptionally well met.
- The childminder has an excellent knowledge of the safeguarding and welfare requirements. Consequently, children remain exceedingly safe and secure while in her care.

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 talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at a selection of policies and procedures, including safeguarding, risk assessments and self-evaluation.
- The inspector took account of the views of parents by reading a number of comments on questionnaires and letters given to the childminder.

Inspector

Dorothy Williams

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 a child aged six years in a house in St Helens, Merseyside. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding.

The childminder holds a degree in Early Years Education. She attends toddler groups and activities at the local community centre and visits shops, parks and local places of interest on a regular basis. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, of whom eight are in the early years age group and attend for a variety of sessions. She supports children with special educational needs and/or disabilities. The childminder operates all year round from 7am to 6pm, Monday to Friday, 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:

- build on the already outstanding quality of teaching by providing more natural, open-ended resources, such as collections of shells, pebbles, pine cones and materials in treasure baskets, in order to further extend young children's excellent imaginative play.

Inspection judgements

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

The quality of teaching is excellent. This well-qualified childminder has a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has very high expectations of herself and of the children in her care. She has an in depth understanding of how to support young children to reach their full potential and achieve the best they can, given their age. The childminder is dedicated and enthusiastic in her work. Children are offered a wide and interesting range of activities and experiences to support their interests and enhance their skills. Resources are stored within reach, so that children can self-select activities and initiate play during the session. This promotes their independence and encourages self-confidence. However there is scope to further enhance children's interests and extend their imagination, by providing treasure baskets and collections of natural materials for the youngest children to explore on a regular basis. Information gathered before the children begin attending is used to accurately assess their starting points. The childminder then undertakes regular observations and assessment and tracks children's development. She

uses this information to plan for the next steps in learning. Thorough completion of the progress check at age two years enables any gaps in children's development to be noted and addressed through early intervention and support from other agencies, as appropriate. The childminder has excellent strategies for engaging parents in their child's learning. She values their role as first educators and provides regular information in a variety of media, such as text, daily diary sheets, photographs and videos. Parents in turn provide family photographs, contribute 'wow' observations and comment on individual plans. As a result, children are very well supported and make excellent progress toward the early learning goals. Consequently, children are acquiring the skills they need to be ready for school .

The childminder sensitively joins in children's play and has an excellent ability to engage with them during activities. Through careful planning, she is able to support children's individual learning styles. For example, she suggests ways to build bridges with bricks to enable children to move cars under and over their structures. She supports children to use scissors to snip and cut and observes as they use glue and sequins to decorate Valentine cards for their loved ones. Children enjoy singing and repeating familiar rhymes, they accompany their songs with a variety of musical instruments. They blow, shake, bang and rattle as they sing. The childminder expertly uses correct wording, such as 'strum', 'pluck', 'shake' and 'clap' as the children play. Individual preferences are highlighted and children stop, look and listen to simple instructions as they share their instruments. Songs are accompanied by signing to encourage further concentration and inclusion of all children. The childminder gives very high priority to the development of early language and communication skills. She uses a variety of methods to support this area of learning and has completed training using Every Child a Talker and ICAN materials to excellent effect. She uses Makaton signing, visual clues and skilfully repeats correct pronunciation or wording for children. These interventions are highly successful and as a result, children's language skills are rapidly improving.

Children rest in the cosy corner and look at a selection of books. The childminder is a superb storyteller using puppets, different voices, tone and noises to retell favourite tales and enhance children's interest. Children readily join in and laugh together as they read. Children are highly motivated to learn. They thoroughly enjoy their play and are fully involved in all activities.

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

Children settle quickly because the childminder takes time to get to know the children and their families before they begin. As a result, they form strong emotional attachments with the childminder, which supports their emotional security. Children's behaviour is exemplary because the childminder is an excellent role model. She has basic house rules, which are shared with parents and children. She uses positive praise and acknowledges children's achievements. The childminder gives children gentle reminders about sharing toys and activities, she uses signing to enhance her words and expects children to treat resources with respect and take turns when playing. For instance, she reminds children to share instruments at music time and to help each other build a tower of bricks. She expertly rotates the resources, so that there is plenty of room for children to explore their

activities and to play.

Children develop excellent personal hygiene skills as they learn to wash their hands before eating and after using the toilet. They blow their noses and put tissues in the bin to reduce the risk of cross-infection. Nappy changing and toilet training routines are very well embedded. Children have a superb understanding of healthy lifestyles because the childminder provides a range of healthy and nutritious snacks and meals. She ensures that a range of fruit, raw vegetables and home-made meals are available daily and shares her menus with parents. Milk and water are available for children throughout the day. The childminder ensures that children with medical needs are well cared for as she has care plans and in depth medical records in place. She encourages children with asthma to use their own inhalers with support. Children have ample opportunity for physical exercise as they have daily access to outdoor play in the well-resourced garden. They also have regular outings to the local park to use larger climbing equipment, swings and the large play area. Weekly dance and activity sessions at the community centre give children further opportunity to mix with a range of children of their own age and access a variety of physical activities. Children enjoy walking to and from school and to the local shops. In this way, children develop very healthy, positive attitudes to physical activity. The childminder talks to children about keeping safe. They know that they must hold hands and stay close to the childminder on the way to and from school. They are aware of crossing the road safely by waiting for 'the green man'. Children take part in regular fire drills, which the childminder records. They know that when the whistle sounds, they must stop and listen and follow the evacuation route carefully.

Children learn about the wider world through discussion and innovative activities, such as writing post cards and sending pictures to other settings throughout the country. They look forward with enthusiasm to receiving replies and marking the places on a map. Books and small world resources reinforce inclusion and disability. Children spend time in the local community and enjoy visits to the library and local museums. The childminder plans and collects resources to support her teaching about a variety of cultural celebrations, such as Chinese New Year, Easter, Diwali, Eid, birthdays and anniversaries. This helps children to understand about equality and diversity. In this way, children are very accepting of each other and learn to value and respect similarities and differences.

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

The childminder has an excellent understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has a very high regard for children's safety and cares for them in a child-centred environment. Extremely comprehensive risk assessments are in place for all areas of her home used for childminding, outings and visits. She regularly checks her resources for cleanliness and breakages. All required policies and procedures are in place, exceptionally well-written, regularly reviewed and shared with parents. Policies are very well implemented and underpin this excellent provision. The childminder has an excellent knowledge and understanding of how children learn and the need to challenge and support learning and development. She plans well for individual children and regularly

reviews and monitors their progress. As a result, children are highly motivated and show positive attitudes to learning.

The childminder has very strong partnerships with parents. She shares her good practice through daily discussion and regular information about outings and activities. She keeps an up-to-date information board within the playroom and regularly contacts parents through text, email or video link. Children's comprehensive learning journeys are available for parents to discuss at anytime, especially at the end of each term or on transition to another setting. In this way, parents are well informed of their children's progress and children have continuity of care. Parents' comments in questionnaires, emails and letters are extremely positive. They are effusive in their praise of the childminder, particularly in her flexibility in dealing with children's specific needs. Parents' comment that their children settle well, gain in confidence and learn new skills while attending the setting. They say the childminder is reassuring and comforting when children move to new settings and she gives excellent information and reports on children's progress. Parents enjoy receiving photographs and videos during the day and are made aware of any concerns. Furthermore, the excellent home-from-home care that children receive, allows parents to relax and balance parenthood with career prospects. The childminder has strong links with the local school where some of her minded children attend. She shares information with the school staff, attends stay and play and fun days on a regular basis, which supports children's emotional security and ensures continued progress in learning and development.

The childminder is extremely enthusiastic, highly motivated and fully committed to her work. She demonstrates a strong capacity to improve. Since the last inspection, the childminder has made immense progress in her practice. All previous recommendations have been fully met and actions carried out. For example, she has developed a systematic and routine approach to using observations and assessment and plans well for children's next steps in learning and produces superb learning journals for children. All required policies and procedures are in place and reviewed regularly and all risk assessments are robust and clearly annotated. The childminder is a trained special needs officer, has certificates in Makaton Signing, Every Child a Talker programme and has recently gained a degree in Early Years Education and Childcare. She constantly seeks to further her own professional development by attending an abundance of relevant training. Her self-evaluation is robust and takes into account the views of parents, children and other professionals. She understands her strengths and has planned for areas of improvement, such as extending links with other local schools and gaining accreditation status with the local authority. The childminder works closely with her local authority development officer and is eager to seek advice to improve her already excellent provision. She is willing to listen and take on board new ideas, for instance, by extending her daily sheet to include what children have learned rather than activities undertaken. The childminder is innovative and inspirational and continues to provide an excellent service for children and families who attend her setting.

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	EY392397
Local authority	St. Helens
Inspection number	821824
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	12
Name of provider	
Date of previous inspection	02/12/2009
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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