

<b>Inspection date</b>	17/02/2014
Previous inspection date	02/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
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 childminder has an excellent understanding of how young children learn and develop. The innovative use of the outdoor environment highly motivates all children and complements their preferred learning styles.
- Children make rapid progress towards the early learning goals. The childminder consistently motivates children with thought provoking activities and play experiences, extending and challenging their thinking during play.
- The highly skilled and sensitive childminder forms extremely strong attachments with the children, which significantly enhances their sense of belonging and in meeting their emotional needs exceptionally well.
- Partnerships with parents are highly effective and contribute to ensuring that children's needs are superbly met.
- Safeguarding children is given utmost priority. The childminder updates her knowledge through training to inform her expert practice and implements comprehensive policies and procedures to assure children's safety and welfare.

## 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 conducted a joint observation with the childminder.
- The inspector looked at the children's assessment records and planning documents.
- The inspector checked evidence of qualifications and suitability of the childminder and house hold members aged over 16 and her improvement plan.
- The inspector took account of the views of parents from the information included in the childminder's parent survey.

## Inspector

Jean Thomas

## Full report

### Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and grandchild aged two years in a house in Aigburgh, Liverpool. The whole of the ground floor, except for the kitchen, the toilet facilities on the first floor and the front and rear outdoor areas are used for childminding. The family has two dogs 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 and collects children from the local schools and pre-schools. There are currently six children on roll in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8.15am to 5.30pm, 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:

- extend children's already excellent opportunities to promote their independence in their self-care by allowing them to pour their own drinks at snack and mealtimes.

## Inspection judgements

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

The childminder has an excellent understanding of child development, the areas of learning and the characteristics of effective learning. She uses this knowledge extremely effectively to plan and support children's rapid progress through motivational teaching. The childminder offers rich, varied and imaginative educational programmes, which cover the seven areas of learning, for all children. The childminder is enthusiastic and playful, which strongly influences children's positive attitude to play and learning. As a result, children are extremely confident and self-assured to access resources independently and sustain their concentration while being fully engaged in activities. Meticulous and sharply focused assessment and planning ensures that activities provide optimal challenge for children, which significantly contributes to the excellent progress they make in relation to their starting points.

The childminder places great emphasis on partnership working with parents and other professionals to ensure she is fully informed and equipped to meet individual children's needs. This extends to implementing the progress check at age two years. The childminder offers parents first-class opportunities to be involved in their child's learning. Parents are actively contributing to the initial and subsequent assessments and their

child's ongoing record of learning. The childminder identifies and works with children's starting points, which are comprehensively sought from parents during an intensive settling-in period. At anytime, parents are welcome to stay and observe and participate in play activities with their child. Consequently, parents have access to a wealth of information from different sources, which provides guidance to continue learning at home. The partnership working with parents and the childminder's rigorous observation and assessment process results in her having a superb understanding of the individual children's stage of learning and development. Planning is based on children's interests to motivate and engage them in stimulating learning opportunities. For example, children are eager to feed the birds in the local park because they enjoy watching the different birds attracted to the feed. The childminder matches the children's interest to prepare plans to promote individual learning intentions. For example, the documented planning details the resources to be taken on this outing, including binoculars, a camera and writing materials. This is to give children opportunity to operate equipment, observe closely the natural world and promote their writing skills. In the playroom, children's interest in this subject is demonstrated by their lengthy discussion and the use of the low-level poster with photographs of birds. They identify and recall the names of the birds shown on a poster and compare differences, such as size and colour of their features. There is also a basket containing a selection of colourful pretend eggs and chickens' eggs. The childminder has not drawn this to the children's attention because she waits for them to make the discovery. Children become excited when they notice them, openly expressing their joy and eagerly handle the eggs. The childminder's highly skilful questioning prompts children to think and talk about where eggs come from and what they are used for. Children make discoveries about the fragile egg shell as the childminder provides bowls for them to crack the eggs and explore the inner contents. They enthusiastically describe the texture, such as 'oh it is cold' and 'it looks like custard'. Safety issues about the eggs are explained to the children and they respond to this guidance. They do not put their hands to their mouths and use the anti-bacterial wipes independently to clean their hands. The childminder introduces flour to the activity for children to add to their mix and observe the changes it makes to the texture. Self-initiated, the children count as they spoon their chosen amount of flour into their bowls. Children display the characteristics of effective learning in creating and thinking critically as they transfer and use resources, such as black paint and glitter to add to the mixture. They incorporate resources from the extensive range of utensils in the role play kitchen. Children's ideas flourish and they become totally immersed in their play. This activity reflects the childminder's excellent understanding of how children learn. The extensive range of accessible resources gives children the freedom to develop their own ideas and nurture their problem solving skills to be active learners. The childminder has a flexible attitude to the routine of the day. Consequently, there is a relaxed and unhurried atmosphere. Combining this with the excellent continuous provision of resources in all areas, children have the time, space and materials to play, investigate and explore.

Children's communication and language skills are extremely well developed because the childminder ensures that they benefit from a language rich environment. The childminder has undertaken language and communication training and implements the guidance in practice. She models language exceptionally well and consistently talks clearly to the children. As a result, children are extremely confident communicators and they talk with expression using an extensive vocabulary. The childminder expertly uses a variety of

strategies to capture children's attention and develop their listening skills. For example, stories are read in the 'dark den' and children operate torches to look at the book. The childminder is an animated story teller, using expression in the tone of her voice and props to successfully sustain children's interest when reading stories. The 'dark den' is a collapsible black tent and it is taken and set up on outings to parks to further captivate children's interest in the wonder of stories. The indoor and outside areas are superbly planned to create extremely stimulating and enabling environments. The childminder supports all children and their different styles of learning. She maximises children's learning opportunities through the extensive use of the outdoor environment in the knowledge that this is the preferred learning area for some children. The childminder has recently introduced an excellently stocked 'mud kitchen', which is used both inside and outside. Children pursue make-believe play by pretending in the 'mud kitchen'. This activity promotes mathematical concepts as children fill, pour and empty mud in and out of different sized containers. The childminder has a wide range of natural resources, including wood and cones for children to explore and incorporate into their play. The childminder ensures outings are equally richly resourced with play materials, equipment and books to optimise children's learning. The high quality teaching and the wealth of opportunities children experience results in them being exceptionally well prepared for their next stage of learning.

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

The childminder fosters exceptionally strong relationships with children. The highly effective settling-in process is tailored to meet the individual needs of the children because she gathers extremely good information from parents. As a result, the transition between home and the childminder's care is an extremely positive experience and significantly contributes to them making rapid progress. The emotional security she provides for children is second to none. Consequently, children thoroughly enjoy their time with the childminder, participating in a wide variety of fun and challenging activities that stimulate their natural curiosity and interests. They express their enjoyment as they say 'that was fun' after pursuing the self-initiated imaginative and energetic game of 'finding the monster'. Their clearly apparent self-confidence and enthusiastic disposition towards play and learning provides children with a strong foundation to support their future transitions to school.

The childminder is an exemplary role model for children's behaviour. She consistently speaks to children in a calm, respectful and caring manner. Resources are available to help nurture children's appreciation of their own and others' feelings. Consequently, in their interaction with other children, they show respect as they talk with their friends and consider the needs of others. For example, self-initiated, the children support each other by making sure there is space at the table for everyone to draw a picture. Children build independence in their self-care. They proudly announce 'look I have put the apron on myself' as they prepare for messy play. Children receive certificates of achievement in such skills as dressing themselves for outdoor play and they are very proud of their success. Great emphasis is placed on nurturing children's respect towards similarities and differences in the diversity of our society. There is an exceptional extensive range of resources, which reflect positive images of diversity, which are an integral part of the

children's everyday play materials. Innovative activities are planned based on cultural and religious celebrations, which enhances children's understanding of their local community.

The childminder plans an extensive range of activities and provide resources to promote children's enjoyment of physical exercise. The provision of 'all weather' clothes enables the children to experience outdoor activities throughout the year. Walking becomes fun as they splash in puddles and make foot patterns in mud. Children benefit from a nutritionally balanced diet. The food is freshly prepared by the childminder. The menu, which is on display, provides a variety of tastes and textures and incorporates plenty of fresh fruit and vegetables. The range of foods is acknowledged in parents' written comments. The childminder has undertaken food nutrition training and as a result, she has reviewed the content of her menu and other aspects of her childcare practice for children's well-being. Children's interest in healthy food options is further extended through food preparation activities. They can independently access drinking water developing their understanding of responding to their bodily needs and keeping their bodies hydrated. Choices of milk or water are offered to children at snack or mealtimes. However, they do not pour their own drinks to further enhance their excellent self-help skills. Children are highly competent in attending to their personal hygiene needs. They follow robust procedures to prevent the spread of infection. For example, children independently access the disposable tissues to wipe their noses and this is followed by the use of antibacterial wipes. They explain this is to make sure germs from their hands do not get onto the toys. Children learn to take responsibility for their environment and personal safety. During messy play, the childminder draws the children's attention to a spillage on the floor and asks the question 'what shall we do?' allowing them to identify hazards and dangers efficiently. Children eagerly help to clear the mess in the knowledge that they may slip over.

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

Utmost priority is given to safeguarding children. The childminder completes regular safeguarding training to make sure her knowledge is current and accurate to effectively protect children from harm. She has very detailed written risk assessments, which identify both the indoor and outdoor environments. The childminder has printed onto ring fobs concise information about her role and her contact details to enhance the protection of children in the event of an emergency while on outings. She supervises children vigilantly. All policies and procedures are up to date and records are meticulously kept, in order for children in her care to remain extremely safe.

The childminder is an experienced and dedicated childcare practitioner and has outstanding aspirations to pursue excellence in all aspects of her provision. She is constantly updating her knowledge and skills to provide high quality learning experiences for children. Reflective practice and evaluation techniques ensure that all children thrive and ensures continuous improvements are made. Evaluation processes involve the views of parents and children to ensure that their ideas are respected and taken on board. For example, following consultation with parents action plans are in place for the childminder to undertake 'Forest school' training to further enhance children's already exciting outdoor learning. The recommendation from the previous inspection has been fully met through

the implementation of the Statutory framework for the Early Years Foundation Stage. The childminder uses a computer programme to ensure the children's assessments are accurate, to rigorously monitor their progress and to precisely prioritise planning. She is able to respond immediately if there are any gaps in a child's educational programme or where they are underachieving. The system enhances the excellent partnership working with parents. It gives parents continual access to their child's computerised record of learning and the opportunity to input their observations at anytime. Parents have a choice as to whether they want their children's record of learning to be computerised or in a documented format. The success of these systems contributes to the childminder's highly comprehensive knowledge of the each child. Consequently, children are superbly supported throughout their time in her care.

Parents are very complimentary about the childminder and refer to the 'outstanding' aspects of the provision. They comment that the childminder provides 'excellent care and firm foundations for the future' and the children 'adore' the childminder. Parents are provided with a wealth of information about the organisation of the childminder's provision and this includes being issued with regular newsletters. The childminder is experienced in implementing highly effective procedures to work with other professionals and childcare providers to promote continuity and progression in children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	503898
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	869216
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/12/2008
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

