

Inspection date

05/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has a sound understanding of the Early Years Foundation Stage. Consequently, she keeps children safe and they make progress in their learning and development.
- The childminder helps children to form emotional attachments. Consequently, children are content in her care.
- Sound partnerships with parents and other settings that children attend, ensure that there is consistency and continuity in children's learning and that they are being prepared for school.

It is not yet good because

- Assessments of children's learning are not consistently rigorous and toys and resources are not well-organised. As a result, children's progress is not always supported by suitability challengingly play experiences.
- At times, background noise from the television distracts children and make it hard for them to concentrate during activities which are intended to support their listening and attention skills.
- The childminder has not implemented a successful way of evaluating her practice that seeks the views and opinions of parents and children to contribute to identifying areas for future 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 spoke to the childminder throughout the inspection.
- The inspector sampled a range of documentation, including children's records, policies and procedures and risk assessments.
- The inspector observed activities indoors and outdoors.
- The inspector took into account parents' views from written comments in children's files.

Inspector

Lynnette Kobus

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Liverpool. The whole of the ground floor level and the rear garden are used for childminding. The childminder attends a childminder 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. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for holidays. There are currently three children on roll, all of whom are in the early years age range. The childminder supports children who have special educational needs and/or disabilities and children for whom English is an additional language.

What the setting needs to do to improve further

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

- undertake more rigorous assessments of children's learning and development to plan appropriately challenging activities to fully support their progress.

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

- develop and review the self-evaluation process to identify and prioritise targets for improvement, seeking the views of parents and children
- review the range of toys and resources so that they are well-organised and provide a sufficient range to help children make independent choices during free play
- keep background noise to a minimum when children are pursuing activities to fully promote their listening and attention skills.

Inspection judgements

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

The childminder has only recently started to care for children and is developing her skills in delivering the Early Years Foundation Stage learning and development requirements. Her teaching is sound and based on her developing knowledge of how children learn effectively. She has started to complete observations and assessments on children, linking these accurately to the developmental stages in the Early Years Outcomes document. The childminder has a satisfactory knowledge of the seven areas of learning and an

appropriate understanding of how children learn through play. She uses this knowledge to support children's progress and plan for their next steps in learning and development. She respects the uniqueness of each child and understands that children progress at their own pace. As a result, children are working within the typical range of development expected for their age. However, the childminder's assessment of children's development is not consistently rigorous. This occasionally results in learning experiences that are not fully matched to children's stage of development. As a result, children are not always provided with activities that challenge them to make as much progress as they can.

The childminder is aware of the need to complete the 'progress check at age two' and has already discussed the timing of this with parents. The childminder sits at floor level while children play. She supports children's language development by responding to babies' vocalisations and talking clearly for them to hear the correct pronunciation of words. The childminder works closely with local schools and children centre staff, to support children who have English as an additional language and for children who have special educational needs and/or disabilities. She works in partnerships with parents to share strategies to ensure that there is a consistency and continuity in learning for all children. For example, children use a sign for drink when they are thirsty and another when they want to eat. Children explore a range of interactive toys. They smile with delight as they make discoveries and hear the different sounds the toys make as they lift flaps and push buttons. Young children demonstrate their emerging interest in role play as they 'babble' into the play telephone. Children have the opportunity to learn through using their senses, such as using their sense of touch when making marks in paint and flour. The childminder provides resources, such as push along toys, to support the babies' desire to stand and walk. There is plenty of clear floor space for children, including babies, who are crawling to move around and play.

The childminder makes sound use of community facilities and visits places of interest to enhance children's learning experiences. Outings include visits to the park, local shops, play groups and the library, where children can observe and learn about the world around them. The childminder's delivery of the Early Years Foundation Stage satisfactorily contributes to children acquiring the basic skills and attitudes they need to be ready for their next stage of education, including school.

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

Children benefit from secure attachments with the childminder, which provide a foundation for their emotional well-being. The childminder works with parents to find out about children's preferences and routines when they start. This means that she can support children and meet their individual needs. The childminder nurtures children's social skills. She provides opportunities for children to enjoy playing with others through attendance at group activities in the community. Through her behaviour management strategies, children learn about acceptable behavioural expectations. Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school. The childminder has resources, which reflect positive images of diversity. These, along with outings in the local community, help to nurture

children's respect towards cultures other than their own. Children learn to look after themselves. The childminder involves children in following road safety procedures. She helps children to learn to play safely through explanations and support. The childminder helps children to develop an awareness of a healthy lifestyle. They benefit from nutritious meals, including fruit and vegetables daily. The childminder teaches children to develop their self-care skills. For example, they follow the hand washing routine after before meals and after toileting. Routines and planned activities encourage children to enjoy being physically active. They benefit from regular walks and outings to the local parks where they have the space to pursue energetic play and develop their skills using larger play equipment. Younger children are supported in developing their physical skills, toddling around the home with confidence as they explore and investigate. They enjoy active play at community playgroups, clambering in and out of the tunnels, climbing and sliding, gaining balance and confidence on the equipment.

The childminder plans quiet time for children to rest their bodies and provides areas where they can sleep undisturbed. She knows children enjoy music and so offers lots of nursery rhymes, through use of a compact disc player and children's television programmes. However, at times the background noise distracts children in activities, which are intended to support their listening skills. The childminder encourages children to explore and investigate a range of play materials, which effectively supports their active learning. The play resources and a few books are set out at floor level or in storage boxes positioned on the floor. However, the depth of the boxes reduces the accessibility of these resources, as they are not within children's reach. This does not effectively promote their independence or their engagement in play.

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

The childminder has a sound knowledge and understanding of safeguarding. She has attended child protection training and is aware of the known indicators of abuse and neglect. The childminder is fully aware of the action to be taken in the event of an allegation of abuse being made against her or others in the household. Risk assessments are carried out with care as the childminder is mindful of children's ages and stages of development, preparing well, for example, for toddlers practising their emerging walking skills. This means that children's welfare and well-being are considered at all times.

The childminder has a suitable knowledge and understanding of the Early Years Foundation Stage. She has attended relevant training to help her as she builds her confidence in observing and assessing children's progress. Records are starting to build to form a picture of children's achievements and efforts as they become active learners. She is aware of seeking further advice and guidance from the relevant professionals and agencies should she have any concerns about a child's learning and development.

The childminder is working on developing self-evaluation and becoming a more reflective practitioner, however, she has not yet engaged the views of parents or children in this process. Furthermore, she also has not accessed some of the guidance available to

support her in assessing the impact her practice has on children's attainment, or help to set more accurate targets for development. However, the childminder is keen to develop her practice and shows a commitment to ongoing improvement. She is looking forward to developing her practice as her provision expands.

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	EY467304
Local authority	Liverpool
Inspection number	935441
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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