

Inspection date	20/03/2014
Previous inspection date	30/10/2008

The quality and standards of the early years provision	This inspection:	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 quality of teaching is outstanding because the childminder has an excellent understanding of how young children learn. She provides a wide range of inspiring and age-appropriate activities for children in her care. As a result, children are eager to learn and make excellent progress in their learning and development.
- The childminder expertly supports children to develop early language and communication skills and is highly skilled in helping children to form secure emotional attachments by supporting their personal, social and emotional development. Consequently, children develop high levels of self-confidence and independence.
- The childminder has an in-depth knowledge and understanding of the safeguarding and welfare requirements. This ensures that children remain exceedingly safe and secure while in her care.
- Excellent partnerships with parents and other professionals ensure that children's individual needs are exceptionally well met.
- This highly dedicated, inspirational childminder continually updates her own professional development by attending a variety of training courses. She effectively evaluates and monitors her practice, taking into account the views of parents and children. As a result, she has a very strong capacity to further improve this already outstanding setting.

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 considered all areas of the home, both indoors and outdoors, used for childminding.
The inspector sampled children's assessment records and planning documentation,
- and looked at a selection of policies and procedures, including safeguarding and risk assessments.
- The inspector carried out a joint observation with the childminder and discussed children's learning and development.
- The inspector checked evidence of suitability and qualifications of the childminder and co-childminder, and their self-evaluation form.
The inspector talked to the children and childminder at appropriate times
- throughout the inspection and observed a variety of activities both indoors and outdoors.
- 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 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is a co-childminder, and her 14 year old daughter in a house in Halewood, Liverpool. Most of the ground floor, two bedrooms on the first floor, and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, park and local places of interest on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder cares for children with special educational needs and/or disabilities and those with English as an additional language. She is a member of the 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:

- consider enhancing the already excellent outdoor provision, for example, by providing a digging and planting area to further inspire children and support their investigative and sensory experiences outdoors.

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 an in-depth 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 demonstrates an excellent understanding of how to support young children to achieve their potential and challenge their boundaries in learning and development. The learning environment is extremely well set out to support children's interests and inspire them to use their skills, senses and imagination when engaging in activities. As a result, children thoroughly enjoy their time with this inspiring, dedicated childminder and are becoming active, confident and independent learners. The childminder values parents' role as first educators. She collects detailed information about all aspects of children's prior learning and development and expertly uses this to assess their starting points. She continues, through precise observations and accurate assessments, to track progress and effectively plan for the next steps in children's learning and development. The childminder completes the progress check at age two and provides regular, comprehensive and informative reports for parents. As a result, any gaps in children's learning and development are quickly identified and addressed through early intervention and appropriate support. The childminder regularly shares children's progress

and achievements with parents using daily diaries, face to face meetings and sending regular photographs and videos of children's activities. As a result, children are exceptionally well supported and make rapid progress from their starting points.

The childminder gives very high priority the development of children's early language and communication skills, and has completed training in 'Talk to your Baby' and 'Early Makaton' signing. She expertly translates baby babble and offers simple words for babies to repeat. When babies are singing familiar songs and rhymes the childminder gets down to their level, she gives excellent eye contact and supports them as they sing. She repeats familiar phrases, such as 'Where is baby? Oh there he is' when playing peepo, and encourages children to sing repetitive songs. She uses signs and gesture to include early talkers in daily conversations. These strategies are highly successful and as a result, children's language skills are rapidly improving. Children love to sit in the dark tent and listen to familiar and new stories. They choose their favourite books and sit on comfortable cushions to listen to stories. The childminder uses puppets and different voices to include all children in the story time. They thoroughly enjoy using puppets and like to change their characters as the story progresses. They take turns to point out farm animals and make appropriate noises. In this way they are developing early reading skills. Children use excellent language skills given their age and are adept at making their needs known. They are confident and ask well thought out questions, such as 'hello special visitor, what are you here for today?' and 'do you know what happened to the duckling?'

Children are highly motivated to learn. They thoroughly enjoy their play and are fully involved in all activities. They develop an understanding of the world through visits to local places of interest, visits to the shops and sessions at the children's centre. They celebrate appropriate cultural events and learn about similarities and differences within their own community by using dual language signs with basic Polish words throughout the setting, because their friend is Polish. They have the Polish flag in the garden and sing some basic Polish songs. In this way children appreciate the diversity of their community and respect each other's skills. Children expertly put on their own coats and boots, fasten zips and then extend their play outdoors. They blow bubbles using different sizes and shapes of wand, find colours and patterns in the environment and comment on the warm sun and cold, windy weather. They use problem solving and mathematical skills as they complete jigsaws and fit bubble wands back in the box by folding them up correctly. Due to the excellent range of activities and learning opportunities available to them, children are exceptionally well prepared for school.

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 them and their families before the children begin attending. She offers flexible settling in sessions and forms excellent working relationships with parents, and so has an extremely good understanding of children's individual care needs and routines. Consequently, children form strong attachments with the childminder, which very effectively support their emotional well-being. The playrooms indoors are effectively set out, with a wide range of easily accessible, well stored activities including natural resources, to inspire and stimulate children's imagination and support their learning and development. However, children

have less opportunity to extend their investigative experiences outdoors as, for example, there is no designated area for digging and planting. The childminder expertly supports children with special educational needs and/or disabilities and make highly appropriate arrangements to support their individual needs, for example, early walking skills. Children's behaviour is exemplary because the childminder is an excellent role model. She has basic house rules, such as speaking kindly to one another, playing nicely together and helping each other, and using good manners at all times. She speaks quietly and calmly to children and supports their opinions. She listens attentively to them, respecting their views and answers. The childminder acknowledges children's achievements and gives effusive praise. Children engage in recycling, expertly sorting out their waste into the various bins. They readily explain why they need to recycle and how they are making a difference to the world. Consequently, children are developing skills for the future and are highly confident, independent and self-assured individuals.

The childminder places very high importance on children's personal, social and emotional development and fully supports them to form positive relationships with others. She encourages sharing, supporting one another whenever possible and taking responsibility for resources when tidying up. She plans a range of outings to local parks and places of interest and attends a variety of play sessions at the local children's centre. She shares her interests with the children and encourages them to talk about special events in their lives. Therefore, children feel valued and respected. Children have a superb understanding of healthy lifestyles because the childminder provides a range of healthy and nutritious snacks, such as cereal and fruit and home-made meals. Menus are shared with parents and recipes are available if required. Milk and water are available for children throughout the day. Food preparation is a learning experience for the children as they make their own pizzas, spreading tomato sauce, sprinkling cheese and choosing their favourite topping to add to the base. The children understand about safety when using knives. They carefully cut their pizza into half and then quarters, they add salad and enjoy their lunch. Older children are supported to choose yoghurt from the fridge for their pudding. Children support each other at all times, showing very caring attitudes towards each other and especially to younger babies. 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. Very effective nappy changing and sleep routines are well embedded in practice. The childminder ensures that all children's needs are securely well met as she attends regular training to support children with medical conditions. Children have ample opportunity for physical exercise as they have daily access to the large garden whatever the weather. They run, play ball games and ride a variety of wheeled vehicles. Children learn to take risks while being well supervised. They use climbing equipment to excellent effect, learning how to climb slippery steps and use the slides safely. Children tell each other to be careful, watch for the step and to sit down at the top of the slide. They are reminded not to climb up the ropes in wellington boots and to hold on to bubble pots tightly. Consequently, children develop very healthy, positive attitudes to physical activity and thoroughly enjoy being outdoors.

Throughout the setting children's artwork is very well displayed. An indoor washing line provides an innovative way to display drawings and paintings. Parents are able to take their children's creations home as and when they wish by simply unpegging them.

Photographs brought in by children show the variations in families represented within the setting. The childminder supports children with English as an additional language; through the use of dual language and photographic labels the children learn to communicate and express their needs. In this way, children are very accepting of each other, they understand about equality and diversity and learn to value and respect each other's similarities and differences.

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

The childminder has an excellent in-depth understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She works exceptionally well with her co-childminder in all areas of their provision. She has a very high regard for children's safety and cares for them in a highly child-centred environment. Comprehensive risk assessments are in place for all areas of the home used for childminding, and also for outings and visits. Children take part in regular fire drills, which the childminder records. Fire exits are clearly labelled in dual language and with picture clues. Children know that when the alarm sounds they must stop, listen and follow the evacuation route carefully. All required policies and procedures are in place, exceptionally well written, regularly reviewed and shared with parents. Policies are very well implemented and underpin all aspects of 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 regularly monitors and reviews children's progress and tracks their learning and development. As a result, children are highly motivated and show extremely positive attitudes to learning.

Partnership with parents is a particular strength of this setting. The childminder shares information, provides advice and support and regularly updates her displays. She has comprehensive and interesting learning journals for every child that clearly shows their rapid progress and development over time. She regularly shares these files with parents and asks for their comments. Parents readily add their own observations and home learning experiences to the documents. Parents highly value the childminder's provision and comment that their children are able to initiate conversations and join in family discussions. They say that they receive excellent, constructive information about their children's learning and development. They enjoy reading the learning journals and looking back to when their children started. They also comment that their children's progress 'is amazing'. Extremely effective partnerships with feeder schools and nurseries ensure that children have continuity of care and are well supported during the transition period. The childminder takes children to their new setting. She attends stay and play sessions, supports learning and shares information with staff. She shares planning and individual progress until children fully change from the childminders care to school. The childminder is often invited to special events at the school, such as plays, performances, end of term assemblies and fun days. This partnership effectively 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 uses her expert knowledge and experience to provide high quality childcare.

She constantly seeks to further her professional development by attending a variety of relevant training. Since the last inspection, the childminder has made immense progress in her practice. All previous recommendations have been fully met. For instance, she has developed the information gathering process to include observations and assessment and uses this to identify children's interests. She then plans relevant and motivating experiences for each child. She effectively reflects on and evaluates her practice taking into account the views of parents, children and other professionals, and identifies her strengths and weaknesses. She has a focussed improvement plan in place to address any issues and has robust risk assessments for all aspects of the provision including all outings and visits. The childminder works closely with the local authority and is willing to take on board suggestions and new ideas. She is inspirational in her practice, and demonstrates a strong capacity to improve even further.

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	EY229589
Local authority	Liverpool
Inspection number	872514
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	30/10/2008
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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