

Inspection date	08/04/2014
Previous inspection date	16/10/2008

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

The quality and standards of the early years provision

This provision is good

- The childminder has a clear understanding of each child's individual learning and progress. This enables her to provide activities to support their future learning, so that they continue to make good progress towards the early learning goals in readiness for school when the time comes.
- Teaching is good and children are provided with a wide range of interesting and age-appropriate activities and experiences. As a result, they make good progress in their learning and development.
- Children's health and well-being are a priority and appropriate safeguarding procedures are in place to protect children from harm. The childminder carefully assesses the risks to her premises and minimises these, which helps ensure children's safety as they play. She has effective policies and procedures to support her practice, which she shares with parents.

It is not yet outstanding because

- Some aspects of partnership working are not fully robust. Information regarding children's learning and development is not shared in extensive detail with other settings that minded children attend. This means the childminder cannot consistently work alongside the other setting to promote children's progress to its full potential.

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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation, the childminder's evaluation and discussed children's learning with the childminder.
- The inspector carried out a joint observation with the childminder.

Inspector

Wendy Dockerty

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a house in Rainhill, Merseyside. The designated playroom, kitchen/diner, ground floor bathroom 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 and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She 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 further improve the quality of the early years provision the provider should:

- strengthen the partnerships with other settings, in order to enhance the depth of information shared about children's learning and development to enrich the planning process, so that children continue to make best progress.

Inspection judgements

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

Children are provided with a wide range of activities and experiences, which support their development across all the areas of learning and which help prepare them for their future learning and the move on to school. Teaching is effective and the childminder ensures that children's individual interests and preferences are catered for. The childminder has a good understanding of the Early Years Foundation Stage. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities. They move around freely and independently select from the variety of resources available as they learn to make choices in their play.

The childminder has good quality resources, toys and equipment arranged in clearly labelled boxes on shelves and at floor level, which children can easily select from as they decide what to play with next. This develops their independence and their confidence in a welcoming and accessible environment. Children happily engage in building with wooden blocks, talking to each other and the childminder about what they are building and what shaped blocks they need next. They share equipment as they construct a house and other buildings before moving on to imaginative play with the toy kitchen. Children pretend they are making pancakes and discuss with each other what ingredients they need. As they recall that they need eggs, flour and milk children are able to act out their own experiences of baking. They develop their communication and cooperation skills as they ask each other for different items before mixing it all together in a bowl. Children then

explain it needs to be cooked and that they must remember to flip the pancakes in the pan before they are ready to eat. Children giggle with each other and the childminder as they pretend to add funny ingredients, such as peas and pasta to their very special pancakes. Later children sit with the childminder at the low table and chairs as they choose to make Easter cards. Children make lots of choices about what resources they wish to use when making their own creations, which develops their independence. The childminder uses the art and craft activity to strengthen children's understanding of colour and number, as they choose what card they want to use and how many they are going to make. Children chat to each other about whom their cards are for and share experiences of special events from their home lives. This type of activity enables children to develop their creativity, as well as their small physical skills as they glue, fold and stick items to their cards.

Additional activities are provided at different times to enable children to progress across all areas of learning. For example, children enjoy playing outdoors in the garden and visit the park regularly. This enables them to develop their large physical skills as they run and jump and play with a variety of equipment. The childminder uses a variety of resources to assist her in teaching children about letter sounds, early writing and number recognition and counting. For example, children share stories, sing rhymes and use the internet to practise their letter recognition and phonics skills. Children begin to recognise and write their own names in preparation for starting pre-school. Each child has a development folder, which contains detailed written observations of their progress, along with some photographs and examples of children's achievements. The childminder identifies possible next steps in children's learning and plans ways in which she can support their development through enjoyable activities. Children's development is discussed with parents and they are able to look at their children's folders on a regular basis. Parents are encouraged to make comments on their children's progress and discuss children's achievements at home. This enables the childminder to work with parents to support children's progress to a greater level.

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

The childminder, before children start to attend, has discussions with parents regarding children's individual care needs. She records all required information and gathers appropriate written consents from parents. Individual routines and preferences are known and catered for, such as medical or dietary needs and the childminder has a personal knowledge of each child she cares for. This helps children to make a comfortable and smooth transition from home into the childminder's care. It also ensures that children build secure attachments with her, which supports their emotional security and helps to build their confidence and self-motivation.

Children are developing a good understanding of health and safety. They are encouraged to wash their hands before eating and after using the toilet and demonstrate some understanding of the importance of doing so. Most food and snacks are sent by parents and the childminder ensures they are suitably healthy and nutritious for children. She talks to children about the importance of having fresh fruit as a snack and saving treats, such

as crisps for after their sandwiches at lunchtime. This supports children to develop an understanding of healthy eating. Additionally, children take part in regular physical exercise in the childminder's home and garden and on their visits in the local area. This helps them to develop a positive approach to a healthy lifestyle.

The childminder manages children's behaviour appropriately and reminds children about being polite, using 'please' and 'thank you' and sharing the toys with each other. An evacuation procedure is in place, which is practised regularly with children and recorded. This enables children to develop an understanding of keeping themselves safe in an emergency. Children learn about the wider world through discussion and activities. Resources, such as, books and dolls, spending time in the local community and celebrating various cultural festivals help children to learn about diversity. Children's individual needs are respected and all children have equal opportunities to use the resources and activities provided.

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

The childminder has a good understanding of safeguarding and welfare requirements. She has a good knowledge of safeguarding and the correct procedures to follow should she have concerns about the welfare of a child in her care. Consequently, children are protected from harm. Policies and procedures are in place and are shared with parents. The childminder helps to keep children safe by ensuring her home is suitable for children, clean and well-maintained. Risk assessments are carried out and she uses equipment in the home and on outings to protect children from harm. For example, safety gates are used to prevent younger children having free access to the kitchen and hall area and safety mechanisms are used on the front door. The childminder holds a current certificate in paediatric first aid and ensures medication and accident records are maintained.

The childminder demonstrates a clear understanding of the Statutory framework for the Early Years Foundation Stage and provides children with interesting activities and experiences, which promote their learning and development. She monitors children's development to ensure they make good progress and is able to demonstrate how this is done through ongoing good quality activities. Good relationships with parents are in place to ensure that children's care and welfare needs are known and catered for well and good discussions regarding children's ongoing progress take place. A self-evaluation document has been completed, which the childminder feels has enabled her to reflect on the provision for children. She has identified some areas for improvement, such as attending further training with regards to continuing to enhance children's learning and development. The areas raised at the last inspection have been addressed, in order to improve the provision for children. For example, the childminder now carries out detailed observations and assessments of children's learning, in order to support their development.

The childminder has established links with other early years settings that minded children attend and discusses children's welfare with staff. She is aware of themes and topics that

children learn about at pre-school and plans activities to continue this at her home. However, there is scope to extend these partnerships, in order to discuss children's individual learning in further detail. This will enable both settings to work together to further promote children's progress across all areas of learning.

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	315383
Local authority	St. Helens
Inspection number	865078
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	16/10/2008
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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