

**Inspection date**

02/05/2014

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

Not Applicable

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 quality of teaching is good. Therefore, children make good progress.
- The childminder has a very good understanding of the statutory requirements for the Early Years Foundation Stage. Consequently, he keeps children safe and provides a broad range of learning experiences.
- Very good partnerships with parents and other settings that children attend support consistency and continuity in children's learning. As a result, children are very well prepared for school.
- The childminder is very nurturing and provides a warm and welcoming environment, consequently, children's personal, social and emotional needs are well met.

**It is not yet outstanding because**

- There is room to extend resources in the childminder's home to reflect lives that are unfamiliar, to broaden children's knowledge and further reflect an inclusive ethos.
- There is scope to enhance the range of labelling in the learning environment, to provide further support for literacy 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 and observed his interactions with children 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 spoke to a parent and took account of written comments from parents.

## 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. He lives with his two children aged six and three years in the West Derby area of Liverpool. The whole ground floor of the house and a bathroom and bedroom on the first floor of the home are used for childminding. There is an enclosed rear garden available for outdoor play. The childminder operates all year round, from 7am to 6pm, except for Bank Holidays and family holidays. He attends local toddler groups and visits the shops and the park on a regular basis. There are currently five children on roll.

### What the setting needs to do to improve further

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

- extend resources in the home to reflect lives that are unfamiliar, to broaden children's knowledge and further reflect an inclusive ethos
- enhance the range of labelling in the learning environment, to provide further support for literacy development.

## Inspection judgements

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

Children are very happy, settled and content. This is because the childminder knows them well and has a very good understanding of how children learn. He actively participates in children's play and gets down to their level to encourage them to be involved and engaged with him and the resources provided. Effective observation, planning and assessment systems ensure that children take part in a wide range of activities that cover very well the educational programmes for all children, in the exemplary learning environment, indoors and outdoors. Consequently, children make very good progress in relation to their starting points. In addition, this ensures that children gain an excellent range of skills to support their future learning. Children are able to access activities and toys very well because they are at an appropriate level, which means that children are learning to become independent. However, there is scope to enhance the range of labelling in the learning environment, to provide further support for literacy development.

The childminder has a good understanding of his responsibility in completing the progress check at age two and has implemented a written summary of children's progress in the prime areas of learning. Furthermore, he demonstrates an excellent understanding of how to help children if they need additional support. Teaching is very good in all areas of the educational programmes. For example, children's personal, social and emotional

development is promoted well, as they benefit from the positive interactions they receive from the childminder. The childminder talks with the children to model language and introduce new words. For example, children who are interested in emergency vehicles visit a fire station and 'help a fire-fighter to put out a pretend fire'. The childminder enhances children's interests further by providing a wealth of role play opportunities at his home. For example, children enthusiastically, drive an ambulance to the 'hospital' as they help to look after their patients. Furthermore, the childminder is very good at encouraging imagination, for example, through den making, using boxes, planks and bricks to create racing tracks and vehicles. The role play area is regularly changed to reflect the interests of the children. Real-life objects, such as bags, recycled mobile phones, purses, sunglasses and hats, enhance further role play experiences. Children enjoy visits to the local parks, playgroups and community events, which support opportunities for learning about cultures other than their own. However, there is scope to extend resources in the childminder's home to reflect lives that are unfamiliar, to broaden children's knowledge and further reflect an inclusive ethos.

Parents have a wide range of opportunities to contribute towards initial assessments of children's starting points on entry, and their views are recorded in children's learning journals. Regular opportunities are provided for parents to review their children's progress, in partnership with the childminder and other settings which children attend. This shared approach to children's learning and development contributes to the excellent progress children make, demonstrates a continuity of learning between home and provision, and supports children in being ready for school.

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

Children form very secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between the childminder and children ensures that all children form positive and trusting relationships. Children settle well because the childminder finds out very detailed information from parents to ensure that all children's needs are known and very effectively met.

The childminder is skilled in supporting children's independence through an appropriate balance of child-initiated and adult-led experiences. For example, children access drinks independently, feed themselves and tidy away their toys. Furthermore, children are encouraged to take controlled risks, under supervision, for example, balancing and climbing, challenging themselves to move in different ways, which supports their physical development very well. The children have a balanced, healthy menu, and parents report that they are very happy with the food provided by the childminder, who consistently promotes healthy messages with the children in his care.

Children's behaviour is very good. This is because the childminder uses positive strategies to help children understand about acceptable behaviour. Consequently, they learn about keeping safe as the childminder gives them gentle reminders so that they do not hurt themselves. The childminder is exceptionally nurturing and knows all the children well, ensuring that individual needs are quickly met and supported effectively. Children have

access to active play and daily fresh air in the childminder's outdoor area and go on regular visits to the park and local community events. Children also attend a playgroup, where the childminder encourages them to play with other children. This promotes their personal, social and emotional development. In addition, children are gaining confidence away from the childminder's home, which prepares them for their next stage in learning.

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

The childminder has policies and procedures for safeguarding children which are comprehensive. He has a very robust understanding of what to do if he has any concerns about a child in his care. Detailed risk assessments, which are regularly reviewed for all areas of the provision, are carried out to ensure that children play in a safe environment. The childminder effectively evaluates his provision and he seeks the views of parents, other professionals and the children, to ensure that children's needs are consistently met.

The childminder demonstrates a good understanding of the educational programmes to ensure that all areas of learning and development are fully implemented. For example, tracking and monitoring of children's progress helps the childminder to identify strengths and areas for development. Furthermore he observes areas of provision to see how children use their learning environment and reflects constantly, always aspiring to achieve more for the children in his care. Consequently, focused plans ensure that children continue to make excellent progress in their learning and development.

Very good partnerships between parents and local schools are well established, with effective communication systems ensuring that parents are kept fully informed of their children's needs and progress. For example, a child who attends a pre-school has enjoyed planting seeds there. To further extend opportunities to learn about the world around us, the childminder has helped the child to plant and nurture vegetables and flowers in the garden. Furthermore, this activity was shared with the child's parents. This ensures an excellent continuity in learning opportunities for children, whether at home, school or the setting. The childminder links with his local authority for advice and support, attending specific training events to continue to develop his very good skills.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY464591
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	942681
<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>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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