

Inspection date	06/05/2014
Previous inspection date	09/07/2009

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 good teaching strategies and provides an exciting and stimulating indoor learning environment. Therefore, children make good progress.
- Children's well-being is fully promoted as they are cared for in a safe and secure home. The childminder has a sound understanding of how to safeguard children in her care.
- There is a strong partnership with parents and carers and they are involved in their children's learning, as the childminder ensures there is effective sharing of information each day. This means that children's needs are met.
- The childminder is reflective in her practices to ensure continuous improvement of her provision. This includes attending further training. Therefore, children are cared for by a committed carer who motivates the children in their learning and has high expectations for them.

It is not yet outstanding because

- The childminder provides opportunities for children to develop their writing skills indoors, however, there are sometimes less opportunities to do so in the outdoor environment for those children who learn best outside.

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 in the main downstairs rooms and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector took account of the provider's self-evaluation and improvement plan.

Inspector

Paula Kerrigan

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children aged 10 and 15 years old and one adult child in a suburb of Liverpool, close to local schools, parks and transport links. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. She is currently minding nine children, one of whom is in the early years age group. The childminder walks or transports children in a car to take and collect them from school, regularly attends local toddler groups and other places of interest. The childminder is a member of the Professional Association for Childcare and Early Years and The Liverpool Childminding Network Cluster. She receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their learning and experiences in the outdoor environment, particularly with regard to their early writing skills.

Inspection judgements

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

Children are making good progress in their learning because the childminder has an strong understanding of how they learn through play. The quality of teaching is good and the childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder organises her time well and plans a good balance of adult-led and child-initiated play. As a result, children are engaged and interested in learning. Children have great fun and are eager to learn. The childminder promotes their interest by providing activities that motivate them to learn. For example, the childminder extends children's interests from home, such as their enjoyment in digging in the garden and provides engaging activities using soil and stones to encourage them to explore and investigate different textures.

The indoor learning environment is well resourced with a range of interesting activities available. For example, children can use a range of equipment to promote their early writing skills, such as crayons and pencils. The outdoor area is also a strong learning environment. However, there are not always as many opportunities outside for children to practise their early writing skills as writing materials, such as markers and chalks, are not positioned for them to use on the white and chalk boards. The childminder has a large selection of books on offer to meet the needs of the children. She reads books to the children and questions what they can see. This helps the children to enjoy the story and begin to discover that print carries meaning. As a result, children are gaining the

knowledge and skills to support their future learning. The childminder observes the children's progress across all the areas of learning and records these in their learning journals. She uses these observations and assessments to plan for their next steps in learning and ensure that children are making good progress. The childminder displays photographs of exciting activities as evidence to show progress in each area of learning and these are shared with parents. She is flexible in her planning to enable her to adapt her teaching as naturally arising situations occur.

The childminder works closely with parents and has formed trusting relationships with them. At the beginning of the contract, she obtains starting points to allow her to build on what children know already. This effectively acknowledges parents as their child's first educators. They are fully involved with their children's learning. Parents are informed of what their children need to learn next to allow them to continue their learning at home. One parent comments that she feels, 'my child loves coming to your house, loves your family, animals and all the activities you offer her'. The interaction between the childminder and the children is strong. This enables children to feel confident and happy in her care. She is aware of her responsibility to complete the progress check at age two.

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

The childminder gains valuable information from parents to enable her to successfully meet children's individual needs and routines. Consequently, children settle well because they are emotionally secure. Their early investigation skills are promoted through the use of resources, such as books and jigsaw puzzles. They show great interest as they explore the shapes of the jigsaw puzzle pieces and relate to their favourite characters in the books. The childminder ensures that the children feel secure as she has developed good relationships with them. They have formed secure attachments as they smile and cuddle into her on the sofa.

Children are learning about what is acceptable behaviour as they respond well to the childminder's praise and guidance. Their self-esteem is promoted as the childminder shows she is happy with them by smiling and using encouraging terms, such as 'well done!' The childminder has a wide range of resources available for children to access independently. She encourages children to move freely around her setting to seek items for themselves. This enables children to see what is available and promotes independence and exploration. Children are becoming increasingly confident and inquisitive, which is building a good foundation for future transitions to other settings.

The childminder encourages the children to develop healthy lifestyles through their daily routines, discussions and planned activities. She provides a range of healthy snacks, such as bananas and toast, that children enjoy eating. They are encouraged to wash their hands before eating and the childminder explains the importance of why they wash their hands. This develops their knowledge of keeping healthy and personal independence skills. The childminder makes effective use of facilities in the local community for children to have the opportunity and space to enjoy being physically active in the fresh air. The comfortable furniture gives children the opportunity to rest their bodies if they are tired and the childminder provides areas where they can sleep undisturbed.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a range of written policies and procedures to support her practice and her documentation is maintained well. The childminder has a good knowledge to make sure that children are protected in the event of a safeguarding concern and are safe in the home and on outings. She has a strong knowledge of how to safeguard children in her care and has updated her knowledge by attending training. The childminder is aware of whom she would need to call in the event of a concern and this information is kept in her file. There is a safeguarding policy in place and this is shared with parents upon enrolment. Children are well supervised in her home and when on outings. Robust and comprehensive risk assessment ensure all considerations are made and steps are taken to minimise hazards and risk. The childminder's home is organised to ensure children can move freely and safely.

The childminder takes her role in caring for and teaching children very seriously. She has read and undertaken research to provide her with knowledge to support her work and has attended various courses to develop her skills further. The childminder closely monitors her work in delivering the early years curriculum to children. She uses appropriate documentation to ensure children are making progress in-line with the expected milestones and ensures that teaching methods are meeting their needs. The childminder gets to know each child on an individual basis and monitors their progress and well-being effectively. This allows her to identify any gaps in their learning and development and plan appropriate activities to target these. The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is fully aware of the importance of working with other professionals where necessary. The childminder understands how to work with other key persons when children attend other settings, to ensure continuity for the children in their care, learning and play.

Partnership with parents is important to the childminder. They talk about her positively and feel that she is doing a good job looking after their children. This makes for a happy and positive environment for the children. The childminder evaluates her practice and knows the areas in which she wishes to improve. She seeks parental views by means of informal discussions when they collect their children and annual questionnaires. The childminder has recently introduced 'All about my week' sheets, including gathering details on children's interests at home and family activities, so she can extend this into her planning. This allows the childminder to use their suggestions when planning for future activities. The childminder takes the children on outings to local groups and the park to extend their enjoyment and experiences. This also gets the children used to spending time with larger groups of children and helps develop their confidence.

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	962028
Local authority	Liverpool
Inspection number	872396
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	09/07/2009
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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