

Inspection date	09/05/2014
Previous inspection date	10/03/2010

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 quality of teaching is good as children are supported to progress well in all areas of learning.
- Children gain confidence and independence skills as the childminder encourages them to make choices and do things for themselves.
- There is a strong partnership with parents and regular information is shared with them, which helps to meet children's learning and development needs.
- The childminder has a good understanding of the safeguarding and welfare requirements, which means that children are kept safe and secure in her care.

It is not yet outstanding because

- There is scope provide babies and young children with further opportunities to investigate and explore independently with books by reviewing how resources are presented.

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 viewed the areas of the home that are used for childminding.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector sampled a range of documents that cover the learning and development requirements, including observations, planning and assessments.

Inspector

Kellie Lever

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged ten years in Mossley Hill, a suburb of Liverpool. The whole of the ground floor and the rear bedroom and bathroom on the first floor are used for childminding. There is a fully enclosed garden for outdoor play. The family has a fish pond. There are currently 10 children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder collects children from the local school and takes them out regularly to the park and local places of interest. She is a member of the Professional Association for Childcare and Early Years and the local childminder network.

What the setting needs to do to improve further

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

- organise the playroom, ensuring books are accessible to young children, so they can explore them independently and develop their early reading skills.

Inspection judgements

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

The quality of teaching is good in this homely learning environment. The childminder understands how children of all ages learn and she provides a varied range of activities to promote their development in all areas of learning. Activities are planned with the individual needs and interests of the children in mind. As a result, children engage well in their play and clearly enjoy the time spent with the childminder. The childminder involves parents in their children's learning when they first attend, gathering information on what the child can already do. This identifies secure, accurate starting points. She undertakes regular observations and uses this information to plan for their individual next steps in their learning. The childminder and parents share information about the children on a daily basis, both verbally and through daily diaries. She also provides parents with a compact disc recording of activities children have taken part in each term. This united approach means that successful strategies are used to engage parents, and children make good progress towards the early learning goals.

Children's communication and language skills are supported well by the childminder. She gets down to their level, engages in their play and asks appropriate questions when needed to extend their learning. Consequently, young children are becoming skilful communicators and confidently talk and extend speech as they play. The good balance of child-initiated and adult-focused activities means that children's learning is extended as they direct their own play. Equally, adult-focused activities are used to extend children's interests. For example, the childminder provides sensory activities. Sensory awareness is

heightened as children use gel and mix it with water in a tub. They are encouraged to smell and touch as the childminder uses appropriate key words to pair with this experience. This leads the child to repeat these words. The childminder then adds further vocabulary, such as 'scoop', 'pop' and 'drop'. Furthermore, the childminder then uses items of the child's interest as additional resources, such as farm animals and glittered stars, enhancing the activity and further maintaining the child's attention.

The childminder chooses good quality community groups to take children to so their learning can be further extended. For example, they enjoy music and dance sessions. This gives children access to additional learning opportunities and gives them the chance to socialise in larger groups and gain confidence in preparation for school and nursery. The childminder takes children on many outings. They have seasonal passes for the local zoo and go to local parks and other places of interest. This enables children to learn about the world around them and the community in which they live. The childminder works hard to create an environment that is stimulating but still has a warm homely feel. Children's emotional needs are met as they can make associations to their home and family life. There is a family wall on show with photographs of special people around them. As a result, children feel secure. The childminder provides good quality resources to support children's learning these are easily accessible to children to encourage them to make choices and be independent. However, there is scope to improve the layout of the book area so the younger children can gain access to these independently, encouraging them to explore early reading skills for themselves.

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

Information is gathered from parents about their children's needs before they start. For example, the childminder records information about what children are interested in and their sleeping and eating routines. Settling-in arrangements are very much tailored to individual children and family requirements. This helps to ensure a happy, smooth transition between home and the childminder's care.

Children have an increasing understanding of how to keep themselves safe due to the childminder's consistent guidance when outside by the roads. For example, they understand that they must stay close to the childminder and are encouraged to cross the road safely, waiting for no cars and looking both ways. Children understand they need to wash their hands before eating and that they must put their hand over their mouth when coughing, so as not to spread germs. Children are encouraged to learn self-care skills early on. Younger children are encouraged to have a go at feeding themselves and they are encouraged to put on their coats and shoes while the childminder stays close, offering support if needed. All of these opportunities enable children to become independent and grow in self-confidence for other things they may experience in the future and for when they attend school.

The children are offered healthy, balanced meals and snacks that children enjoy. For example, fruit, jacket potatoes and fish pie. They have regular access to water to stay hydrated throughout the day and talk about how vegetables are good for you and make you grow. Physical development is encouraged with the large garden space for children to

be active. These skills are further promoted while attending weekly music and movement groups. This enables children to move freely with pleasure and confidence. They gain good control and coordination of their bodies as they grow and develop, for example, using ride-on toys and kicking balls. They engage in gardening activities with the childminder, such as watering plants, washing equipment and feeding fish in the pond. The childminder manages the children's behaviour in a very positive way, encouraging them to say 'please' and 'thank you' and praising them, using distraction and keeping them well occupied. This allows young children to develop an understanding of other people's feelings and what is acceptable behaviour. The childminder recognises and celebrates children's successes and achievements, which gives children a sense of pride and self-esteem.

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

The childminder has a good knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good knowledge of safeguarding and understands the procedures to follow should she have a concern about a child in her care. She has undertaken Disclosure and Barring Service checks to demonstrate her suitability to work with children. Detailed records of children's information are kept and the childminder implements a good range of written policies and procedures that effectively underpin her practice. She also undertakes daily risk assessments of her home and garden to ensure children are kept safe and secure at all times.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She tracks children's development and has a very good understanding of the children's stages of development. Evidence shows that she has high expectations of the children and that they demonstrate very positive attitudes towards their learning through play. Consequently, they are making good progress towards the early learning goals.

The childminder has positive relationships with parents, and engages in daily conversations with them about their children's well-being and progress. Comments from parents are very positive. They feel completely confident that their children are safe and well cared for. They are also very appreciative of how well the childminder attends to the children's individual needs and carefully takes account of parents' wishes. Children who attend also thank the childminder for all the fun they have while with her. The childminder is open to the views of parents and children. She regularly evaluates her practice through questionnaires and conversations with parents. For example, she asks parents if there is anything they would like her to provide for the children, or if there are any particular places they wish her to take them. The childminder is dedicated and proactive and has clear plans for improvement. For example, she plans to pilot new electronic observation assessment programmes. The childminder has established strong partnership links with other providers and is aware of the importance of contacts with external agencies, such as health visitors and speech therapists, in order to meet children's specific needs.

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	EY399031
Local authority	Liverpool
Inspection number	874071
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	10/03/2010
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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