

<b>Inspection date</b>	13/05/2014
Previous inspection date	13/05/2013

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

### **This provision requires improvement**

- Children are kept safe from harm because the childminder has undertaken safeguarding training to update her knowledge of child protection issues.
- The childminder effectively helps to prepare children for their transitions to their next stage of education.
- The childminder provides a welcoming environment where children are happy and show that they feel secure.
- The childminder uses guidance from her local authority adviser and is well motivated to make improvements, which benefit the children in her care.

### **It is not yet good because**

- Assessment of children's development is not precise enough to accurately identify the next steps in their learning, in order to plan activities that help them to make good progress.
- Parents are not contributing to the learning records and the assessment process to be fully involved in their child's learning.
- Information gathered from providers at other early years settings is not being used to inform the assessment process.
- There is scope to improve the self-evaluation process and use the views of parents and children to help inform priorities for improvement.

## 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 and viewed the resources and equipment available to the children.
- The inspector spoke with the childminder at appropriate times during the inspection and conducted a joint observation with the childminder.
- The inspector looked at a selection of documents, including children's records, policies and procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16 and her improvement plan.

## Inspector

Jean Thomas

## Full report

### Information about the setting

The childminder was registered in 1992 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 Wallasey, Wirral. The whole of the ground floor, upstairs bathroom and designated bedroom and rear garden is used for childminding. The childminder attends local soft play and toddler groups and visits local shops and parks regularly. She collects children from the local schools and pre-schools. There are currently 10 children on roll, two are in the early years age group who attend for a variety of sessions and eight are school-aged children who attend before and after school and during school holidays. She provides care all year round from 7.15am to 5.15pm, Monday to Friday, except bank holidays and family holidays.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's assessment is precise to understand their level of achievement and to identify the next steps in their learning and as a result, provide appropriate learning experiences to effectively support them to make good levels of progress.

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

- provide opportunities for parents to contribute to their children's learning records and assessments to further enhance the partnership working to promote children's progression
- make effective use of information gathered from providers at other early years settings children attend to inform their assessment and next steps planning
- improve the current system for self-evaluation to promote the continuous improvement in the quality of teaching and learning by involving children and parents in the process.

## Inspection judgements

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

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She understands the importance of

supporting children through play. The routines of the day give children ample opportunity to play in a relaxed manner at their own pace at the childminder's setting. They confidently make choices of what they want to do from the resources set out at a low level. From a young age, children show deepening levels of concentration, as they focus their attention on their chosen activity. They confidently transfer play materials as their play ideas develop. For example, the young children's imaginative play is emerging and they park cars in the play boat, alongside the zoo and farm animal figures. The childminder values children's creativity and supports them in expressing their own ideas. As a result, children are developing the characteristics of effective learning as they play, explore and persevere as active learners to find ways to solve problems.

Children enjoy playing with the childminder. She gives children plenty of individual attention as she sits and plays with them and as a result, their skills are developed. The childminder talks to the children as they play and asks questions to extend and support their learning and language development. She talks clearly for children to hear the correct pronunciation of words. Children play with the shape sorter and she names the shapes as, through trial and error, they successfully post the different shapes into a container. The childminder gives lots of praise for their achievements and this encourages them to continue with the activity while enjoying their success. She invites the children to paint and there is an enthusiastic cheer at this suggestion. Children use paint brushes, sponges and coloured paper to create their own picture. The childminder does not have an end product in mind. The young children freely access the scissors to change the shape of their creation. The childminder supervises from a discreet distance, giving children the independence and confidence to pursue the scissor cutting exercise. The childminder is fully aware of the importance of this activity to promote children's physical development required for handwriting. The childminder introduces mathematical language in all activities and asks children questions to encourage them to count, identify shapes and compare sizes. Children explore a range of interactive play materials. They introduce cash tills and mobile telephones into their role play learning about everyday technology. Regular outings in the community broaden children's experiences and learning opportunities.

The childminder supports children's steady progress towards the early learning goals. She prepares individual planning for each child. This planning is informed by her observations, which she records in both a written and photographic format and these are kept in the children's individual record of learning. The childminder encourages two-way communication with parents to keep her informed about significant events in the children's home life to enable her to meet their individual needs. The children's learning records are shared with parents. However, parents are not sharing their observations of their child's progress with the childminder, so that she can use this information as part of ongoing assessment. The childminder exchanges information with the providers at other early years settings the children attend. However, the information gathered from this source is also not used to precisely assess the child's stage of development and identify the most appropriate next steps in learning. The childminder is aware of her responsibility in completing a progress report for children between the ages of two and three years. She is currently working with parents regarding the best timing of this assessment. Children have the opportunity to take play materials or books from the childminder's setting to their home. This arrangement helps to guide parents to continue play and learning at home.

Through the childminder's delivery of the Early Years Foundation Stage, children are acquiring skills and attitudes they need to be ready for their next stage of their education.

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

The childminder creates an environment where children feel at home and are motivated to play and learn. Secure attachments are in place and children are settled and happy. It is apparent that the children enjoy the childminder's involvement in their play. Children are confident and readily make their needs and play preferences known. The childminder gathers relevant information from parents to ensure children's care needs are supported.

The childminder is a positive role model for children's behaviour. She is courteous and shows children respect in all they say and do. The childminder places importance on nurturing children's social skills. For example, mealtimes are a valued social activity. The dining table is transformed from an activity table and attractive place mats are positioned for each child. This is to help children to distinguish this activity from play and to enjoy the social experience of eating and talking together. The childminder plans opportunities for the children to play with a larger group of children through attending toddler groups and the library. Consequently, children are making relationships and developing their social skills in preparation for later transitions into nursery or school. The childminder teaches children how to look after themselves, as they follow the road safety procedures and practise the emergency evacuation drill. Outings in the community give children the opportunity to observe the world around them and raise their awareness about the diversity of society. The childminder involves children in community events, such as watching the parade of the local army battalion. This helps children to feel part of their community and understand the roles of community members.

The childminder's setting is well maintained and measures are taken to promote children's safety and to help prevent illness due to the spread of any germs. For example, the childminder positions a safety gate across stairs to isolate the potential hazard and children have their own towels to prevent the spread of infection. The childminder supports children's understanding of a healthy lifestyle. She nurtures children's enjoyment for walking. When walking, they play games to support their learning, such as looking for shapes and identifying colours. Visits to the parks and the beach provides space for children to enjoy energetic play. Outings to the soft play group gives the children the confidence to enjoy testing their physical skills in a safe environment. The childminder provides snacks and lunches and fruit is offered to children on a daily basis. Children have access to drinks, so they do not get thirsty. The childminder provides quiet areas where children can rest or sleep undisturbed. Sleeping children are regularly checked for their safety.

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

The childminder demonstrates a commitment to making improvements to her provision and values the links with local authority advisers for their guidance to improve her practice. She is using Ofsted's self-evaluation format to help her to identify strengths and

areas for improvement. However, she is not seeking the views of children and parents as part of the process to identify the targets for improvement.

The childminder has focused her attention on addressing the actions and recommendations made from the previous inspection and in the main, this has been achieved. Since the last inspection, the childminder has further developed her understanding of how to support children in their learning and development across the seven areas of learning. As recommended, she is promoting children's independence in play through positioning play materials and books at a low level for children to easily access. The childminder has attached photographs to cupboards and boxes, storing play materials to make children aware of the contents and to increase their independence in determining the direction of their play. She nurtures children's independence in their personal care. For example, the children wash their hands after nappy changing to become familiar with personal hygiene routines from an early age. The childminder has introduced processes to observe children, assess and to plan activities to support their progress. She uses child development publications to help her to identify individual children's planning and to monitor the seven areas of learning that are promoted through the play materials and activities. However, the assessment processes and partnership working are not yet fully embedded in practice to ensure children make better than satisfactory progress. The childminder has identified that she would like to attend further training to develop her knowledge as part of her self-reflective practice. The childminder has undertaken safeguarding training to develop her knowledge of safeguarding procedures to manage any concerns she may have about a child's welfare. The childminder's practice is supported by policies and procedures that underpin children's welfare. For example, she has a mobile telephone policy, which all parents, visitors and family members have to follow for children's protection. The childminder demonstrates a secure understanding of matters, which must be notified to Ofsted. She is maintaining all documents, including the record of children's attendance, to meet requirements and support children's safety and welfare.

The childminder has many years of experience as a childcare practitioner and fully understands the importance of working with parents to meet children's welfare and care needs. She encourages ongoing discussion with parents to exchange relevant information. Parents are given copies of the childminder's policies and procedures to make them fully aware of her role, responsibilities and how she organises her provision. The childminder cares for school aged children; many have been in her care since they were very young. Some have written positive comments about the childminder, including 'at the childminder's I feel as if I am part of a big family'. This indicates the strength of relationship the childminder develops with children and their families.

### **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

<b>Unique reference number</b>	306210
<b>Local authority</b>	Wirral
<b>Inspection number</b>	922579
<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>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/05/2013
<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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