

Inspection date

Previous inspection date

04/06/2014

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

- Children make good progress in relation to their starting points because the childminder consistently uses effective teaching techniques, particularly in promoting their communication and language skills.
- The childminder has a sound understanding of her responsibilities to protect children from harm and has a good range of supporting policies and procedures to ensure they are safeguarded and protected.
- Children settle well and quickly make strong attachments. This is because the childminder quickly establishes good relationships with parents and has a caring and welcoming approach. As a result, children are emotionally secure in the childminder's care.

It is not yet outstanding because

- Children, occasionally, have limited access to natural resources, in order to enhance their investigative, sensory and exploratory skills

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 playroom.
- The inspector examined a range of documents, including the childminders suitability to work with children, safeguarding policy and the childminders self-evaluation form.
- The inspector looked at children's assessment and planning documentation.
- The inspector took into account the views of parents contained within the childminders parental survey and parents spoken to on the day.

Inspector

Anne Parker

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. She lives with her husband and two children aged eight and 12 years in a house in Greasby, in Wirral. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The family has a budgerigar as a pet. The childminder attends a toddler group at the local children's centre and visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 8am to 5.30pm, Monday to Friday except on 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:

- enhance children's sensory awareness by providing a wider range of natural resources for them to explore and investigate and to enhance their already good learning and development.

Inspection judgements

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

Children make good progress in relation to their starting points because the childminder consistently uses effective teaching strategies. For example, she interprets children's communication and repeats their phrases, using correct pronunciation and extending sentences. Additionally, their vocabulary is increased as the childminder introduces new words and phrases as they play. For example, she uses the words 'open' and 'closed' when describing the gate in the play farm. The childminder shares stories in books with children and they enthusiastically sing songs and rhymes together while playing musical instruments. As a result, children's language and literacy skills are effectively enhanced. Children are independent learners, leading their own play as the childminder skilfully intervenes with appropriate comments or questions to enhance their learning further. For example, while they play with small world figures together, she asks children questions, such as 'I wonder where this goes' and 'how shall we put this on?' As a result, children are developing their thinking and problem solving skills. Furthermore, the childminder carefully demonstrates tricky tasks and allows children time to have a go themselves, while she gently offers suggestions and praises their efforts. Consequently, children are confident and motivated to learn new skills and are developing the aptitudes they need for their next steps in learning and school readiness.

The childminder demonstrates a secure knowledge of each child's stage of development. She gathers a range of useful information from parents as children start and uses this and her observations to assess children's starting points. Lovely summaries are written about each child at the beginning of their placement. Regular observations are collected in learning journals, along with annotated photographs. As a result, the childminder is able to regularly assess children's development and achievements and plan for their next steps to progress them in their learning and development.

Partnerships with parents are well-established. The childminder works closely with parents, effectively sharing information about what children are learning. Parents are invited to comment on their children's observations and they also have a communication book, which keeps them informed about the daily activities. Furthermore, the childminder spends time chatting to parents and uses text messages to keep in touch and to send photographs of their children at play. As a result, parents are fully involved in their child's learning and development and are able to continue the learning at home. Parents are very complementary about the provision of both care and education and are pleased with the progress their children have made since starting with the childminder.

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

The childminder provides a welcoming, homely setting and is very warm in her approach with children. She effectively links with parents to ensure she has appropriate information about children and has a flexible approach to settling them in. This means children settle quickly and develop secure emotional relationships with both her and the other children attending. The childminder successfully tunes into children and is very attentive to their needs. For example, she recognises when they need a drink or when they are ready to change activities or pace of play. The playroom is bright and stimulating, with printed words and numbers displayed alongside children's creative work and lovely photographs of all children who attend. Therefore, children develop a strong sense of belonging. There is a wide variety of resources, covering all areas of learning, stored in low-level units so that children can make independent choices about what they play with. However, sometimes, children have limited access to natural resources while playing indoors to further develop their sensory, exploratory and investigation skills. The childminder provides good opportunities for children to climb, bounce on the trampoline and run about by making effective use of her garden. Furthermore, children regularly walk to local parks with the childminder and consequently, they have daily opportunities to develop their already good physical skills. Therefore, children develop social skill in preparation for their transition onto pre-school or nursery.

Behaviour is good because the childminder has a positive approach and is a good role model to children. She supports them to care for each other by asking older children to show the younger children the characters in the book they are looking at. They celebrate a range of festivals, which helps children understand about other cultures. Additionally, children enjoy singing new songs or eating different foods and learning simple words and phrases in French. As a result, they are beginning to learn to understand and respect other people's lifestyles and language. The childminder takes children to various places of

interest, using public transport; consequently, they are developing an understanding of their local community.

The childminder provides a healthy menu of snacks and meals as she promotes healthy eating by encouraging children to try various fruit and vegetables at snack time. Children sit at the table together and are offered a selection of fruit and water to drink as they delight in the social occasion. The childminder uses imaginative strategies to encourage reluctant children to drink plenty during the day, for example, placing several beakers of water around the room to entice children to help themselves. During play, the childminder introduces discussions that help children learn about good health, additionally, they have frequent opportunities to be physically active. Furthermore, children are learning healthy habits as they clean their hands before eating their snack, or asking for a tissue when their nose needs wiping. Children are, therefore, beginning to understand how to keep themselves healthy. They learn about keeping themselves safe as they are encouraged to hold hands while out walking and the childminder effectively uses these opportunities to talk to children about road safety.

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

The childminder has a good understanding of her responsibilities to keep children safe. She has attended safeguarding training and is clear about what she needs to do if she has concerns about a child. There are well-written policies which the childminder shares with parents. Risk assessments are carried out for the various areas of the home and garden that children can access and for the range of places that they visit. The childminder is vigilant at all times and supervises children closely. Accidents are properly recorded and shared with parents and there are appropriate procedures in place to ensure medication is administered safely. Consequently, children are safe while they are with the childminder.

The childminder has a good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She effectively monitors each child's achievements and plans for their next steps. The self-evaluation identifies her strengths and weaknesses and clear actions for improvement have been developed. The childminder strives to improve and she attends training to develop her knowledge and skills. This has a positive impact on the outcomes for children as she effectively implements her new learning.

Partnerships with parents are effective, while partnerships with other agencies are developing well. The childminder has a clear understanding of the importance of good relationships with other agencies in order to meet the needs of all the children in her care. She knows the various routes to source appropriate support and where she can find advice. Her links with the local children's centre means she has access to a wide range of advice and information that she can share with parents, or sign-post them as appropriate.

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	EY455782
Local authority	Wirral
Inspection number	931140
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	not applicable
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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