

| | |
|--------------------------|------------|
| Inspection date | 05/06/2014 |
| Previous inspection date | 04/08/2009 |

| | | |
|--|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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 an effective understanding of how to safeguard children, resulting in them being safe and protected.
- The childminder makes good use of local community facilities, developing children's knowledge of understanding the world and supporting their learning and development.
- Children and their parents build close, trusting relationships with the childminder. As a result, children are happy and settled.
- The childminder involves children and parents in evaluating her practice. This means that she is developing and improving her service to benefit the children who attend.
- Teaching is good because the childminder makes good use of the information gained from observations to plan exciting learning opportunities. As a result, children are motivated and actively involved in their play and learning.

It is not yet outstanding because

- There is room to enrich outdoor learning opportunities for children to extend their learning when playing outside.
- There is scope to enhance the organisation of resources to provide even more opportunities for children to independently lead their own play.

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 checked evidence of suitability checks carried out for all adults within the home and the childminder's self-evaluation and development plan.
- The inspector had a tour of the childminder's home, including kitchen, garden and play areas.
- The inspector sampled children's progress records and a range of documentation, including the safeguarding policy and procedures, accident and medication records.
- The inspector observed the childminder caring for and playing with the children.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.

Inspector

Kellie Lever

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and one child aged 12 years, in the Walton area of Liverpool. The whole of the ground floor of the childminder's house is used for childminding and the toilet facilities are situated on the first floor. There is an outdoor patio garden to the rear of the property. Most of the provision is at ground level with steps to the front access and a small step down into the kitchen. The childminder is currently minding three children in the early years age group. She goes to local groups and receives support from the local authority. The childminder has two dogs, three cats and two rabbits.

What the setting needs to do to improve further

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

- enrich children's already good outdoor learning by providing even more opportunities and experiences to extend their learning, development and enjoyment when outdoors
- enhance the opportunities for children's independent learning by reviewing the organisation of resources, so that they can make even more choices about their play.

Inspection judgements

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

The childminder has a very good knowledge of child development and fully understands how children learn. There is a balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. The childminder effectively supports children to develop the key skills for the next steps in their learning, including school. Consequently, teaching is good. The childminder regularly completes written observations on the children, which are entered into their learning journals. She has a good knowledge of how to complete the progress check for children between the ages of two and three years. She understands the purpose of this and the need to share this with parents. The childminder ensures that children are making progress by regularly completing tracking, which link to the ages and stages of development. Through these strategies, any gaps in learning are quickly identified and supported. As a result, children are progressing well towards the early learning goals. Assessments accurately identify children's progress in learning and development. The childminder regularly keeps parents updated on children's progress and what they have achieved. Parents make comments in the daily diaries, these are used to capture learning from home. As a result, parents are effectively involved in

their children's learning.

There is a broad range of resources and often children initiate play ideas, which the childminder follows. For example, the childminder supports children when they show interest in exploring colour. She provides paint and a range of mark-making tools to promote children's creativity and encourages them to experiment with the paint by mixing different colours together. Children who are creative and critical thinkers are able to express their own ideas and ways of doing things. However, there is scope to enhance the accessibility of the resources to provide even more opportunities for children to independently lead their own play.

There is an enclosed outdoor area, which provides good opportunities for children to enjoy fresh air and take part in some physical activities. There is a selection of rubber tyres, a mud kitchen, rockers and plastic guttering. This allows children to explore and develop some large motor skills. However, the area is not always used to its full potential, in order to provide children with further opportunities to explore the natural environment and extend their learning and development. Children also take part in regular visits to the nearby parks, local library and attend various childminding groups. This helps children to be active, develops their knowledge of understanding the world and they learn about their local community around them.

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

Children are cared for in a homely, welcoming environment where they are happy and have close bonds with the childminder. To help children settle easily into her care, the childminder gathers information from parents about children's individual interests and care needs. This reassures and supports their sense of security. The childminder's flexible settling-in process gives the children and their parents the opportunity to get to know her, the family and her home. As a result, children appear confident and become familiar in their new environment. The childminder also supports them in their move onto other settings, such as pre-school and nursery. She talks with the children, supporting forthcoming changes in their lives, which fosters their emotional well-being. Children frequently return to the childminder for cuddles as they play, which further demonstrates their feelings of security in the setting.

Children are looked after in a clean, safe and secure environment. The childminder acts as a good role model and teaches children how to behave well and understand boundaries. For example, they are reminded to tidy toys away together when they have finished with them. This helps children to learn about rules and her expectations of them. Children are encouraged to risk assess for themselves. For example, they identify hazards in the environment and develop safety awareness when they set up farm activities across the floor. As a result, they are developing a thorough understanding of how to keep themselves and others around them safe.

The childminder encourages children to wash and dry their hands before eating. She has achieved a five star food hygiene rating and the children have a good understanding of healthy lifestyles. Children enjoy varied, nutritious snacks and meals that they are involved

in choosing themselves. They are given the opportunity to go to the local supermarket and buy fruit of their choice and discuss meals they would like to eat. They have access to drinks throughout the day. The childminder recognises the value of involving children and promoting independence while preparing food to encourage discussion and promote their understanding of healthy eating.

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

The childminder has good knowledge of the Early Years Foundation Stage and understands her roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements. This is reflected in the planning and the input that the children receive during activities and routines, to support their individuality. The childminder forms good relationships with parents. She shares various information sources with them and liaises with them regularly to ensure that the children's needs are effectively met. Arrangements for safeguarding children are very good. The childminder has attended training to equip her with the knowledge to identify signs of abuse or neglect and to respond to concerns about a child. The childminder has a detailed safeguarding policy and thorough risk assessments, which identify and reduce hazards inside and outside, resulting in the safe management of her setting.

Since the childminder's last inspection, she has taken effective steps to monitor her practice to support children. For example, she takes account of parents' views and thoughts through discussion, sharing a daily diary and questionnaires. The childminder has a good awareness of her strengths and areas for development and a very good attitude towards making continuous ongoing improvements for children. For example, she is proactive in continuing to extend her knowledge and has attended various training opportunities, such as healthy eating, food nutrition and understanding the Early Years Foundation Stage. As a result, she has effectively developed her knowledge on how to implement the educational programmes to support children's individualised learning. This supports children's learning and well-being effectively. The childminder takes good account of the children's points of view. For example, she is successful at making sure that they are listened to and have choices through daily activities and routines.

The childminder understands the benefits of working with other professionals and other childminders to maintain and improve her good quality provision. She also has links with the local children's centre where she visits to provide new experiences for the children in her care. She is establishing links with the local schools and is sharing information on children. The childminder's warm and welcoming approach to working with parents means that they are able to work together to meet the care and development needs of the children, resulting in confident and motivated learners.

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 | EY310283 |
| Local authority | Liverpool |
| Inspection number | 938216 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 04/08/2009 |
| Telephone number | |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

