

Inspection date

20/06/2014

Previous inspection date

14/05/2009

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

- Children are progressing well because the childminder is knowledgeable about how children learn and teaching is good. She provides children with exciting and challenging play, which covers all areas of learning.
- Children settle well and enjoy their time in the childminder's care. They feel safe and build strong attachments, which promotes their well-being and confidence.
- Children are effectively safeguarded as the childminder has a strong knowledge of child protection and has effective policies to support her practice. Good attention is given to keeping the premises safe and secure and positive steps are taken to minimise risks to children.
- Positive relationships with parents mean that children's individual needs are met and parents are well-informed about all aspects of their children's development.

It is not yet outstanding because

- There is scope to provide additional opportunities for children to see text, letters and numbers around the setting to develop their literacy and numeracy skills even further.
- The self-evaluation process is not yet fully developed to include views of parents and children, to help identify areas 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 reviewed all areas used for the purpose of childminding.
- The inspector observed practice.
- The inspector looked at documents, including policies and procedures.
- The inspector held discussions with the childminder.

Inspector

Karen Cox

Full report

Information about the setting

The childminder was registered in 2005 and operates all year round, with the exception of family holidays, from 8am to 5.30pm. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband and one teenage child in Liverpool. Children use the whole of the ground floor for childminding. There is a secure fully enclosed garden for outdoor play. Currently, there are four children on roll in the early years age range. The childminder attends the local toddler group on a regular basis. 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:

- develop children's literacy and numeracy skills further, for example, by displaying numbers, letters and words for children to refer to in their play
- develop the process of self-evaluation to include the views of parents to support continuous improvement even further.

Inspection judgements

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

The childminder is a knowledgeable and enthusiastic practitioner. She demonstrates a good understanding of the learning and development requirements and of how children learn. As a result, children are engaged and motivated in their play. Children make good progress in their learning because of effective procedures for monitoring their development towards the early learning goals and effective teaching. The childminder recognises her role in teaching children and teaching is good. Throughout children's play, she supports their learning by modelling, explaining what is happening, making suggestions and praising children for their efforts. As a result, children are supported well to develop the skills required for the next stage in their learning. Children's development is effectively recorded in learning records through a selection of photographs, notes and links to the seven areas of learning. Children's progress is carefully monitored to help them make the best progress from their starting points. The childminder is fully aware of the need to complete the progress check for children between the ages of two and three years when she has children within this age band. Through timely and accurate observations, the childminder continues to assess what children are able to do and uses this information to plan effectively for their next steps. For example, she provides opportunities for younger children to develop their hand and eye coordination, as children thread pipe cleaners through drinking straws, concentrating and persevering in this challenging, yet rewarding activity. There is a good selection of toys and resources for

children to use. However, children do not always refer to number and letter sounds in their play as often as they might otherwise do, as there are few examples displayed within the environment for them to refer to.

The childminder supports children in acquiring communication and language skills. She asks open-ended questions and provides a running commentary during play, engaging children in constant discussion. This gives meaning to what children are doing and reinforces their learning. Children develop mathematical skills as they cut shapes from play dough and match similar shapes with brightly coloured buttons. As a result, children are developing an understanding of shape and colour. Children learn how to behave in social situations and how to play alongside others. For example, play sessions at local toddler groups and outings to places of interest in the community provide opportunities for them to develop their confidence, manage their own behaviour and form relationships. These good social skills help to prepare them well for the next stage in their learning, such as moving on to nursery or school.

The childminder understands the importance of working in partnership with parents to support children's learning. She speaks to parents on a daily basis and shares information about what children have been doing during the day, activities they have enjoyed and their progress. As a result, parents are fully involved in their child's learning. The childminder has built effective links with other early years providers, ensuring consistency in children's teaching and learning as children prepare for the next steps in their lives.

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

Children have formed strong attachments with the childminder and have a good sense of well-being. They are happy, confident and engaged in their play. This is because the childminder has a warm and friendly manner and takes time to find out about children's needs and interests, listening carefully to their ideas and suggestions. As a result, children are confident, have good self-esteem and have developed a strong sense of belonging. The environment is warm and welcoming. There are displays of children's work and this further supports children's sense of belonging. The childminder provides a wide range of good quality resources. These are easily accessible to children and they move freely around and play where they wish. This supports children's independence and encourages them to be active learners.

Children's good health is given a high priority as the childminder ensures her home is safe, secure, clean and suitable for young children. She continually ensures that risks to children are minimised. She undertakes regular risk assessments to ensure safety of the premises at all times. This means that children are able to play in a safe and secure environment. Children are knowledgeable regarding safety, particularly in the event of a fire, as they regularly practise fire drills. Her good practice also helps children to learn about keeping themselves healthy and they know they need to wash their hands frequently, especially after using the bathroom or after outdoor play. Children are beginning to learn about the importance of a healthy diet. For example, they have grown tomatoes and cucumbers and enjoy these as part of the healthy snacks that the childminder provides. Children enjoy

plenty of opportunities for physical exercise as they develop their gross motor skills outside using a variety of equipment, such as wheeled toys and bats and balls, in a safe and controlled environment. As a consequence, children's physical development is progressing well.

Children learn to behave well and to be considerate to others. This is because the childminder provides consistent messages. As a result, they develop good social skills and learn right from wrong. The childminder encourages children to share and take turns as they play. Praise and encouragement is provided appropriately so that children understand clearly what they have done well. As a result, children develop good levels of self-esteem. This effectively supports children's personal, social and emotional development.

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

The childminder has a thorough understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of the procedure to follow if she has any safeguarding concerns and has a detailed policy, which underpins her procedures, including the safe use of mobile telephones and cameras in the setting and who to contact if she has a safeguarding concern. All adults within the home have undergone suitable checks. Documentation, such as the accident and medication records, are well-maintained and are available for inspection. As a result, children's welfare and safety are promoted well.

The childminder is beginning to develop self-evaluation of practice and can identify areas of strength and areas to develop. However, self-evaluation has not fully evolved to include the views of parents and children to support the identification of areas for improvement. This will enhance self-evaluation to support the continuous improvement of the setting, benefiting both children and parents.

Parents comment positively on the service that the childminder provides. Information is continually shared and exchanged about children's care and learning. Support and guidance is provided as and when necessary. The childminder's comprehensive policies and procedures are readily available for parents to see, so that they have an understanding of her practice. The childminder works closely with other early years providers involved in the care and learning of children. As a result, continuity of care and learning is effectively promoted.

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	EY306017
Local authority	Liverpool
Inspection number	861883
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14/05/2009
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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