

Inspection date	24/06/2014
Previous inspection date	19/10/2009

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

- The childminder provides a variety of interesting and challenging experiences for the children. Therefore, children are keen to engage in a range of learning opportunities and they make good progress.
- Children are extremely safe in an environment that is clean and well organised. The childminder has an excellent understanding of safeguarding procedures and implements effective checks on equipment and resources to ensure that children are protected from harm.
- The childminder is constantly updating her skills and she is keen to participate in professional development. This results in the provision of a high quality learning environment in which children flourish.
- The childminder has established very strong partnerships with parents. Parents are closely consulted on their children's care and education through effective ongoing communication. This ensures a shared and consistent approach, which helps children to make the best progress possible.

It is not yet outstanding because

- Sometimes, the childminder does not provide opportunities for older children to write for a purpose in their independent 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 observed planned activities and the childminder interacting with the children.
- The inspector spoke with the childminder and children throughout the inspection, when appropriate.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector examined risk assessments, operational policies and procedures and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers through discussion, telephone calls and letters provided by the childminder.

Inspector

Deborah Magee

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her husband, who is also a registered childminder and one adult child in West Derby, Liverpool. Children have access to the whole of the ground floor of the childminder's house. There is a secure garden for outdoor play. There are currently eight children on roll, of whom six are in the early years age group. The childminder regularly takes the children to places of interest. She attends the library and toddler groups. The childminder receives support from the local authority. She is a member of the Professional Association for Childcare and Early Years and she is part of an informal childminder network.

What the setting needs to do to improve further

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

- strengthen opportunities for older children to write for a purpose in their independent play, so they are able to create story books for younger children or shopping lists in the role-play area.

Inspection judgements

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

The childminder provides a homely and nurturing environment where children are confident to explore and play contentedly. The wide range of activities and toys available ensure children are able to progress in all seven areas of learning. The childminder plays alongside and extends children's learning by questioning and showing them how to do things. For example, children show great enthusiasm as they create a train station. They use relevant resources, in order to make a train track using their good hand-eye coordination. The childminder enhances learning by using language, such as 'longer', 'shorter', 'curved' and 'straight', which introduces them to mathematical concepts in a playful way. The childminder enhances the experience by suggesting adding other resources to the small world creation. This delights the children and refocuses the activity well and extends their concentration. Children's communication skills are also fostered well during these activities. The childminder repeats key words and phrases as children play and this clarifies their meaning successfully. As a result, children are becoming confident talkers who are able to express themselves.

Children begin to develop their early literacy skills during quiet story time with the childminder. The childminder effectively extends this activity by creating a cosy story den from a large cardboard box. Children sit in this story den to tell stories and to chat to each other. The childminder is very effective at extending children's language development. She

consistently gets down to the children's eye level, asking questions to extend their thinking and giving appropriate time to respond. These strategies are very effective and have significant impact on children's learning as they effectively develop skills needed for the next stages in their educational journey. However, there is scope to enhance opportunities for older children to write for a purpose in their independent play, so they are able to create story books for younger children or shopping lists in the role-play area.

The childminder observes children as they play and makes assessments of their learning against developmental bands. Parents are well informed of children's progress through daily discussions and diaries. This also provides an ideal time for parents to share information about learning at home and they consider ways in which children are best supported when in the care of the childminder. The childminder embraces parents' ideas and she incorporates them into her practice. For example, she speaks French to children learning this language for a family holiday and she regularly updates resources to complement their experiences at home.

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

The positive partnerships that exist between the childminder and parents are of great benefit to children. The childminder has a good knowledge of children's backgrounds and she is kept up to date with individual care needs through a diary. Consequently, children feel safe in her home and play happily. They move around confidently, following familiar routines that are put in place by the childminder to enhance their sense of security. Children's independence is encouraged according to children's stage of development. For younger children, this includes learning how to wash their hands or feed themselves with finger foods at mealtimes. For older children, they develop independence by helping to prepare meals and selecting their own healthy food choices. Plenty of praise is offered by the childminder at these times and this prompts children to practise these skills even more. The childminder supports children's behaviour effectively. She is aware of various phases children go through as they develop and she uses appropriate strategies. For the very young, this includes using distraction and lots of affection when children become tired. As a result, children learn how to play together and behave well in the childminder's home.

Children learn to appreciate that exercise is an important part of a healthy lifestyle. This is because the childminder ensures children have plenty of opportunities to play outside in the garden and take part in visits to the local park or walk to and from school. In the garden, they can ride bicycles, run, play on a small trampoline, have fun with balls and generally develop their physical skills well. Children learn to manage risks as they climb and balance. Nutritious snacks of fruit and plenty of water further supports even the youngest of children to adopt positive habits for their future good health. The childminder has a good regard for children's safety and she has effective policies and procedures in place to ensure they are able to play, learn and go on outings safely.

The childminder provides a well-resourced environment both inside and outside. Toys and activities are of good quality and support learning well. Everything is stored safely and children are able to freely access play things or select other toys that are not on view from

photographs. In this way, children are always able to follow their own interests. Children's emotional well-being is supported effectively through a caring environment and strong attachments with the childminder.

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

The childminder has a good understanding of her responsibilities to ensure her practice meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. She has a good understanding of local safeguarding procedures and she is confident about identifying and reporting concerns that she may have about children in her care. A very effective range of policies support her work and these are updated and shared with parents frequently. The childminder reflects on her own practice and she is able to identify her strengths. Parents and children share their comments and ideas both in discussions and in questionnaires. As a result, targets for improvement are firmly focused on furthering children's development. The childminder also monitors children's progress and the educational programmes she provides, to ensure they make good progress towards the early learning goals.

The childminder puts a high priority on enhancing her own knowledge and skills. Where possible, she arranges training events for childminders in the local area. She makes good use of the internet and she has strong links with other childminders, through an informal network. This means that children benefit from current childcare practice.

Partnerships with parents are excellent. Parents enthusiastically share their positive feedback and they are delighted with the progress that children have made in the time that they have been in the care of the childminder. Parents highly value the childminder's vast experience and routinely ask her for advice around parenting and child development issues. Parents especially highlight how children's social skills are enhanced and appreciate the interest that the childminder takes in children's experiences and learning at home. Partnerships with other providers of the Early Years Foundation Stage are established and this means that children's care and learning are coordinated well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	322316
Local authority	Liverpool
Inspection number	868773
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	19/10/2009
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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