

<b>Inspection date</b>	02/07/2014
Previous inspection date	01/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 quality of teaching is good. The childminder accurately assesses children's progress and effectively plans for their next steps in learning. This ensures children are well challenged and make good progress in their learning, in readiness for their next stage of education.
- Children are happy and content with the childminder, which positively impacts on their self-confidence and emotional well-being.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children.
- The childminder establishes strong links with parents. She keeps them well informed about their child's achievements. As a result, parents are involved in their child's learning.

#### **It is not yet outstanding because**

- There is scope to further extend children's writing skills by providing writing resources in the role play area.
- The childminder is skilled in asking children open-ended questions in the knowledge that this supports learning. However, on occasion, she does not give children time to think and respond before answering for them.

## 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 main downstairs rooms and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector checked evidence of suitability of all members of the household, and took account of the childminder's self-evaluation and improvement plan.

## Inspector

Paula Kerrigan

## Full report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged 14 and two adults in a house in the Gateacre area of Liverpool. The whole of the ground floor is used for childminding. There is an enclosed garden for outdoor play. The family has a cat. There are five children on roll in the early years age range. The childminder attends a local activity groups. The childminder visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. The childminder operates all year round, from 7.30am to 7pm, covering all week if needed, except for family holidays. She is a member of the Professional Association for Childcare and Early Years. The setting supports children with special educational needs and/or disabilities.

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

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

- extend the accessibility of the writing materials to the role-play area to further promote opportunities for children to practise their early writing skills
- give children more time to respond to questions, in order to effectively enhance their language development and thinking processes.

### Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a broad range of fun activities that cover all areas of learning. Consequently, children are happy, relaxed and make good progress in the childminder's care. Overall, teaching is good. The childminder is fully aware of the characteristics of effective teaching. She helps to nurture these through the thoughtful planning of the continuous provision of the play resources. As a result, children are fully engaged in play and return to resources to practise skills. The role play resources reflects the children's current interest of food and counting. They dress-up to assume their imaginary roles as they become deeply involved in their play using a range of resources. They are confident to make choices and to transfer resources around during play to support their play ideas. For example, they imagine the role of a shop assistant and get menus and food to create a shop. However, writing materials are not positioned in this area to further enhance children's opportunities to practise their writing skills during their imaginary games.

The childminder places a strong focus on helping children to develop their communication and language skills and supporting their physical, personal, social and emotional development. Consequently, children are acquiring the skills to prepare them for their next stage of learning. The childminder consistently speaks very clearly to support children's language development. She engages the children very positively in conversations and asks questions. This good practice provides opportunities for them to express themselves, to share their interests and extend their growing language and communication skills. However, on occasion, the childminder does not give the children sufficient time to think and to answer the questions themselves.

The childminder fully embraces outdoor learning and makes effective use of parks and woodland in the local community. She appreciates that outdoor learning gives children the opportunity to do things in different ways to support their learning and observe the world around them. For example, children explore natural materials, such as soil, using trucks to roll with increasing control. Effective partnership working with parents from when children start means that the childminder is able to obtain information about children's starting points and interests and use this to inform her planning. The childminder shares with parents information about the Early Years Foundation Stage and her policy on working together to support their child's progress. She maintains individual children's records of learning. These records contain observations, in both written and photographic format, and the personal plans made to help children move forward with their learning. Parents contribute their own observations of what their child can do to these learning records and review their child's progress regularly. The childminder uses information from parents, other providers and her observations to assess the children's stage of development and to plan to support their continued learning and development. She accurately assesses the children's stage of learning and development. As a result, children are making good progress and are working within the typical range of development expected for their age. Good relationships with other professionals ensure the childminder effectively meets the needs of individual children, particularly those with special educational needs and/or disabilities. As a result, all children are cared for in a fully inclusive environment and make good progress.

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

The childminder works closely with parents to support children's transitions into her care. Settling-in visits are offered, which means that children gradually become familiar with their new surroundings. A wide range of information is obtained from parents about children's routines, interests and individual needs to enable the childminder to offer a consistent approach, which supports children's well-being very well. This also reflects how the childminder respects the uniqueness of each child and tailors her provision of care and learning to support their individual needs. The ongoing sharing of information ensures children's needs continue to be met. Strong, warm and caring relationships between the childminder and children are evident. She provides a welcoming environment where children are valued. This helps them to feel good about themselves and children are observed to be very happy, content and secure.

Children's behaviour is good because the childminder has clear expectations and praises their positive behaviour. The childminder gently reminds the children about sharing and being kind. Children respond positively to these and, as a result, they learn to share and cooperate with each other. She gives lots of praise and lets children know they are important to her. The childminder supports children's understanding of how to keep themselves safe. For example, as children are running outside, she reminds them to be careful. The childminder takes children to different groups locally and on outings to the park or shops. Consequently, children are becoming sociable, mix well with their peers and are learning about their local community. Outings are used to support children's understanding of road safety procedures and 'stranger danger' awareness. Resources are relevant to children's age and stage of development and are thoughtfully set out to encourage children to make independent choices in their play. As a result, children's confidence is nurtured and they become independent learners. These resources include a good selection of books and play materials, which reflect positive images of diversity to help to nurture children's respect towards people who are different to themselves. Children's self-help skills and independence are promoted at every opportunity. For example, they are encouraged to skilfully cut up their fruit into chunks at snack time. The childminder provides opportunities for the children to play with a larger group of children through attending activities at the local sure start centre, toddler groups and the library. Consequently, the childminder supports children well to develop the confidence and necessary skills they need as they move onto the next stage in their learning.

The childminder helps children to develop an awareness of a healthy lifestyle through their daily routines, discussions and planned activities. She provides a nutritionally balanced menu for children to enjoy. Children manage their own hygiene very well. For example, they confidently wash their hands before snack and after toileting. The childminder makes effective use of facilities in the local community for children to have the opportunity and space to enjoy being physically active in the fresh air. The comfortable furniture gives children opportunity to rest their bodies if they are tired.

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

The childminder has a good understanding of the safeguarding and welfare requirements and the correct procedures to follow should she have concerns about a child's welfare. All the necessary checks have been completed to confirm that all adults living at the setting are suitable to be in regular contact with children and the childminder is aware of the procedures to notify Ofsted of any changes. Consequently, children are protected from harm. Policies and procedures are in place and are shared with parents. The childminder helps to protect children from harm by ensuring her home is safe, clean and well maintained. Risk assessments are documented to help her monitor potential risks. She uses equipment at the setting and on outings to protect children from harm. For example, safety gates prevent young children having free access to the stairs and cupboard locks are in place where required. Records are maintained as legally required, to support children's well-being.

Overall, the childminder has a good understanding of her responsibility to implement the learning and development requirements of the Early Years Foundation Stage. The recommendations from her previous inspection have been effectively addressed. The childminder monitors children's development regularly and completes assessments, which she shares with parents. Consequently, it is clear how well children are progressing towards the early learning goals and any gaps in learning are easily identifiable. She reflects on her practice, the environment and her resources continually. She is fully aware of her strengths and areas to improve. She strives to provide the best she can for children. The childminder seeks the views of children and parents to help achieve this. The childminder's action plan for continuous improvement includes attending training, in order to continue to develop her childcare knowledge and practice.

The childminder is committed to partnership working to help her meet children's individual needs and to support them in reaching their full potential. Parents receive good quality information to ensure they are fully informed about the organisation of the provision and their child's care and education. Parents report that the childminder supports children's learning and development very well. The written comments include, 'Both me and my husband are very happy with the care our children receive' and 'I have been extremely happy with the care and great progress my children have made'. The childminder implements procedures to work with other childcare providers to promote continuity and progression in children's learning and development.

### **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>	EY294786
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	877815
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/07/2009
<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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