

Inspection date

Previous inspection date

24/04/2014

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

- The quality of teaching is good. The childminder has a clear understanding of how young children learn and provides a stimulating range of activities for children in her care. As a result, they are eager to learn and make very good progress in their learning and development.
- The childminder is skilled in helping children to develop secure emotional attachments. This helps children to develop self-confidence and independence, and nurtures their overall well-being.
- The childminder gives high priority to early language and communication, and to children's physical, social and emotional development. Therefore, children gain the skills needed for the next steps in their learning.
- Children's individual needs are very well met because the childminder has excellent partnerships with parents and other professionals.
- The childminder has an in-depth knowledge of the safeguarding and welfare requirements. Consequently, children remain very safe while in her care.
- This highly motivated, enthusiastic childminder demonstrates a strong capacity to improve this already very good setting.

It is not yet outstanding because

- The childminder has not had the opportunity yet to monitor or track children's progress over a long period of time, in order to make ongoing assessments of learning.

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 all areas of the home used for childminding.
The inspector talked to the children and childminder at appropriate times
- throughout the inspection. She observed a variety of activities indoors and outside, and carried out a joint observation with the childminder.
The inspector checked evidence of suitability and qualifications for the childminder
- and looked at a selection of policies and procedures, including safeguarding, risk assessments and self-evaluation.
- The inspector took account of the views of parents and other professionals by reading a number of letters given to the childminder.

Inspector

Dorothy Williams

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 six years, in a house in Naylorfield, Liverpool. Her mother-in-law lives in an adjoining bungalow. The whole of the ground floor of the house is used for childminding. A secure garden is available for outdoor play. The childminder attends toddler groups and activities at the local children's centre. She collects children from the local schools and pre-schools. There are currently 10 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 childcare qualification and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- embed a consistent approach to tracking children's ongoing progress over time to monitor where individual children need extra challenge or additional support in their learning and development.

Inspection judgements

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

The childminder has a thorough knowledge and understanding of the Early Years Foundation Stage. She makes effective use of the knowledge she gains about children's abilities and needs when planning activities and learning opportunities. The children make good progress because the childminder provides a wide range of activities to support their learning and development. She effectively captures their interests and skilfully extends their learning through play. Children enjoy regular outings to the local park, children's centre and shops within the community. Well-presented photographs and displays throughout the setting show that children enjoy their day and have varied experiences with the childminder as they visit music groups, soft play and physical activity sessions. There is a wide range of resources in the playroom. They are easily accessible and well-labelled with pictures and words. Innovative 'activity bags' are themed to reflect children's interests and stage of development. They contain early number games, letter recognition activities, resources for songs, rhymes and craft sessions. The small world activities and role play resources support a positive view of different cultures and gender. Children select and complete inset jigsaws, and make marks with a variety of writing materials. A craft box provides interesting materials for creating that first masterpiece for mum. Children can 'phone home', draw and print their own pictures, and access educational

games on a simple laptop computer, while playing in the 'mini office'.

In the quiet room, a den provides a place for younger children and babies to relax and read stories, look at picture books and share family photographs. This supports children's language development and helps them to feel secure. Children point to their favourite pictures and giggle. They explore treasure baskets filled with a variety of natural resources and musical instruments. Babies shake, rattle and bang as they sing well known songs and rhymes. The childminder puts a high priority on early language development. She has completed recent training in this area and is endorsed by the local authority to support language development in young children. She engages well with children, speaks in a calm quiet voice, gives good eye contact, and gets down to their level when joining in play activities. The childminder supports children's language and communication further by interpreting baby babble and gesture, correcting pronunciation sensitively and extending vocabulary by adding words when speaking back to children. Children's independence is promoted through the skilful use of visual timetables, which helps children to understand and organise their day. They recognise when things are going to happen and are able to actively contribute to these, for example, children learn to put on their own shoes and are supported with putting on coats and aprons. Their independence is further fostered as they learn to self-select activities from a very wide range of resources and tidy away after playing.

Very well set out and highly individual learning journeys show excellent individual planning, observation and assessment of children's progress. The childminder has completed assessments, such as the progress check at age two, and keeps parents well informed of their child's progress so they can continue their children's learning at home. Parents make very positive comments, and short observations to add to their children's file. They feel that their children make rapid progress while at the setting. Their growing independence and self-confidence means that children are developing the skills and attitudes they will need for the future, and are well prepared, for the next stage of learning.

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

The childminder provides a bright, welcoming, safe and stimulating environment for children in her care. She takes time to meet with parents and find out all about the children and their early experiences, including, routines, care needs, likes, dislikes and dietary needs. As part of the settling-in process, the childminder and family produce a 'Family Album' of familiar people and comforters. This is used to support children's emotional well-being during their first few weeks and as a focus for early language development. As a result, children settle well and form very strong emotional attachments with the childminder. Children's understanding of behaviour is fostered well because the childminder values good behaviour and encourages the use of good manners. She gives effusive positive praise at every opportunity, particularly to early walkers as they use push-along toys to support their first steps. Consequently, children have high levels of confidence and self-esteem. The childminder has positive house rules, based on respect, which she shares with all families who attend her setting. The childminder gives children gentle reminders to tidy up after playing, treat resources with respect and to take turns.

Children are responsive and behave well. They are developing the emotional skills and security they need for their future learning and transitions to other settings.

Children have plenty of opportunity for physical activity. They play in the garden, join in music and movement sessions at playgroup and they explore larger equipment at the local park. The outside area provides a range of inspiring activities to be enjoyed. The childminder emphasises the value of messy play where children freely explore a variety of materials. Children engage in making sand pies and counting how many they can make. They sift and mould wet and dry sand, splash in the water tray, paint and use large brushes to make marks with water. Babies sit and explore trays of soil looking for wriggly worms. They roll large diggers through the soil and dig with spades, babbling and squealing as they play. Children love to blow bubbles. The childminder supports them to 'dip and blow'. They shout excitedly as the bubbles rise. The childminder suggests chasing first large then small bubbles, which children then count to see how many bubbles there are. They enjoy saying 'pop, pop, pop' as they catch each one. Children are reminded not to eat the soil, and to be careful when running after bubbles. Consequently, children are learning how to take risks safely and how to keep themselves safe when playing.

The childminder teaches the children about healthy lifestyles as she provides wholesome, nutritious snacks and meals throughout the day. She uses vegetables from a friend's allotment and asks children to choose their favourite meals. They choose home-made vegetable stews and soups. The childminder shares her menus and recipes with parents. Together they ensure that dietary needs are catered for effectively; including dairy free diets. Older children self-serve their own food and younger ones are supported to cut up fruit and vegetables, to use cutlery and to feed themselves, as appropriate. Water is available all day, and babies are given milk in either bottles or feeder cups according to their needs.

The childminder has excellent hygiene practices in place to help reduce the risk of spreading cross-infection. A pot of picture resources is used as a distraction and to encourage singing when nappies are changed so that babies enjoy this time. Children have their own changing basket and are changed quickly and effectively without fuss. A child-friendly downstairs bathroom enables children to wash their hands at appropriate times throughout the day. When tired, children sleep in cots or on bed mats in the quiet room. The childminder checks sleeping children regularly and records their sleep patterns for parents. Children's emotional needs are exceptionally well met as the childminder provides a home-from-home atmosphere. She is thoughtful and caring when talking to children about their feelings and experiences. She gives plenty of cuddles at key times, such as when children are tired, or seeking reassurance, which helps them to feel safe and secure in her care. The childminder has strong relationships with parents and communicates well by text, photographs and through daily diaries, which detail the children's session, such as, eating, sleeping, activities and behaviour during the day. As a result, children have continuity of care. They are relaxed, happy and enjoy their day.

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

The childminder fully understands her responsibility to ensure her setting meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is clear about who to contact if she has any concerns about a child. The childminder has completed all required training. She updates her knowledge through specific courses, for example, Tot's Talk, and supporting children with special educational needs and/or disabilities. All outings are thoroughly risk assessed to protect children from danger. Before any outing the childminder talks to the children about safety and the need to stay together, hold hands and listen. All required policies and procedures are in place. They are robust, well written, reviewed and signed. Children are further safeguarded because doors are kept locked and the keys hung out of reach. All visitors are checked before entering the property. The childminder supervises children well and knows never to leave children alone in the company of adults who have not been checked for their suitability. Regular fire drills are carried out and evacuation procedures displayed with comments and updates. Parents are given copies of the policies and the childminder has a Parent Pledge, which clearly sets out the ethos of the setting. As a result, parents are confident in the childminder's ability to care for their children and children feel safe and secure when in her care.

As a qualified practitioner, the childminder has an in-depth, knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She delivers an effective educational programme. She is aware of how children learn and plans well to support their individual learning characteristics. She believes that children learn through freedom and exploration. Planning is based on children's interest and development. Initial profiles are built up during children's settling-in period. Excellent observations are linked to areas of learning and next steps are noted. The childminder works closely with parents to ensure that the particular needs of individual children are very well met. The childminder uses a tracking system well to show progress and support next steps for learning. She completes assessments and shares these with parents and other professionals as appropriate. She uses the progress check at age two years to identify any gaps in learning and discusses any further action with parents and carers. The setting is in its infancy, and cannot yet show children's sustained progress over time. However, the activities and experiences provided ensure that children have good support and are appropriately challenged in their learning and development. Consequently, children have made very good progress since their time with the childminder.

Partnership with parents and other professionals is a particular strength of the setting. The strong partnerships help ensure children receive continuity in their learning, which prepares them well for their move to school. The childminder has good support from other professionals; they say, 'She is responsive, playful and warm towards the children. She is firm but fair and has high expectations of manners and behaviour during sessions. She is keen to take on board new ideas and ways of working with children'. Parents comment: 'It has made transition back to work so much easier knowing that children are safe and very well cared for. The childminder gives excellent feedback daily and explains what we can do together to help children's language development'.

Another parent comments: 'Our child is coming on in leaps and bounds; in the last three months we have noticed a huge difference. The daily diary, texts and calls enable us to be involved in our child's day'. The childminder has begun to evaluate her setting. She

involves parents, children and other professionals in this process through written comments and discussions. The childminder recognises her strengths and areas for development and is beginning to set targets for improvement. However, these are not yet precise and challenging enough to measure children's progress and achievement over time due to the short time the childminder has been minding. The childminder shows a very strong capacity to improve and plans to employ an assistant in the near future in order to meet the rising requests for places in her setting and to continue the high quality of care she has begun to provide. She is very passionate, inspiring and well-motivated and is fully committed to the children who attend her setting and their families. This is an excellent start to her childminding provision.

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	EY466507
Local authority	Liverpool
Inspection number	940946
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
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.

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.

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