

Inspection date	21/07/2014
Previous inspection date	02/03/2011

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 motivated to learn and are interested in what they choose to do because the childminder successfully guides them, stimulating learning through play. This helps children develop their thinking and understanding.
- The childminder uses the local environment resources on a daily basis to extend children's learning and complement home-based play.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. She uses this to provide interesting and stimulating activities and outings, which develop children's skills and knowledge.
- The childminder builds positive relationships with parents, keeping them informed and involved in their children's care and learning.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the routine daily, to ensure children are kept safe.

It is not yet outstanding because

- Younger children cannot always see what toys are available in boxes, which reduces their ability to make independent choices.

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 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, planning documentation and a selection of policies.
- The inspector 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 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and one adult child in a house in Garston, Liverpool. The family have two pet dogs and a cat. Most of the downstairs is used for childminding. There is an enclosed garden for outdoor play. 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 8am to 5.30pm, covering all week if needed, except bank holidays and family holidays. There are two children on roll in the early years age range. The childminder 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:

- enhance opportunities for younger children to choose their resources independently, for example, by helping them to identify what toys are inside boxes.

Inspection judgements

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

Children make good progress in the setting because the childminder has a strong understanding of how children learn and develop. Her knowledge of child development ensures that children are supported in the appropriate manner, in order to successfully be ready for school. The childminder has a good understanding of the prime and specific areas of learning and follows children's individual interests, which promote a unique experience. For example, language and communication skills are supported as the childminder demonstrates how to blow bubbles with a child. She uses words which describe what the child can see and asks questions to underpin their understanding of the activity. The childminder slightly adjusts her speech to allow younger children to fully take part, teaching them new words, such as 'bubble', 'float' and 'blow'. As a result, children develop at a beneficial rate, ready for their next stage of learning.

The childminder uses observations and assessments to inform her planning. She highlights the characteristics of effective learning, by encouraging children to be actively involved and concentrate for short periods of time. For example, when a child enquires about different objects, the childminder asks questions, such as 'what's that?' and 'can you show me?' to encourage children and confirm their understanding. Children have many opportunities to engage in free play. The childminder plans adult-led activities in order to assess children's progress and extend their learning. Taking photographs of children engaged in activities helps the childminder inform parents of their learning. The childminder uses initial conversations with parents, at the start of the childminding

contract, to find out about a child's development. This helps children to become settled quickly and ready for their learning. The childminder provides parents with information about what their child is currently learning so parents can continue their learning at home. She recognises when children are not making adequate progress and works with parents to narrow any gaps in their learning. This means that all children's needs are effectively met. Overall, children are making good progress in the care of the childminder and are developing the skills they need for their future learning and the eventual move to school.

The childminder provides a warm and welcoming environment. The conservatory acts as an additional playroom and children have opportunities to play in spacious areas. The childminder has good quality resources, which cover the seven areas of learning and are stored in boxes. However, it is not always easy for younger children to see everything that is available in the boxes and this reduces opportunities for them to make independent choices. There is direct access to the garden from the conservatory and children go outdoors daily for fresh air. The garden is fully equipped with resources which allow children to play freely. This enables them to take the lead and follow their own play experiences.

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

Children's well-being is promoted with the childminder because she increases their self-esteem. The childminder gives lots of praise and reinforcement with young children, encouraging them to learn. They have lovely cuddles on the childminder's lap if they feel sad, upset or need reassurance. 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 to these, 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. As a result, children behave well in preparation for the move to school.

The childminder promotes a healthy lifestyle with the children she minds. They have opportunities to choose what they would like for meals and snacks, fresh fruit is also available along with water throughout the day. The childminder encourages mealtimes to be social occasions, where children sit down together with her and are supported in learning how to feed themselves. Young children and babies are offered new opportunities to try out different flavours and textures to increase their range of foods. The childminder uses this time to praise and encourage younger children when learning how to use cutlery appropriately to become independent. The childminder works in partnerships with parents and respects their wishes, following care routines that reflect children's home lives. 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.

The childminder takes children daily to local parks in her area. They access large apparatus to build on their physical development. Children have opportunities to kick footballs, climb on frames, walk, slide down and swing, which develop their physical skills. The childminder takes children to visit the garden centre and a local farm to feed the animals. They learn about different types of animals and bugs in their natural habitat. The childminder gives children opportunities to take small risks when playing. This helps children to improve their understanding of safety. The childminder demonstrates how to safely cross roads and children hold on to a pushchair when walking to school. Written risk assessments highlight and identify hazards in the home and outdoor environment, ensuring children remain safe. The childminder makes sure children understand what procedure to follow in the event of a fire. Therefore, children are kept safe in the childminder's home as well as on visits to the local area.

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

Safeguarding is good in this setting. The childminder ensures that all unknown visitors who come into her home are checked for identification. She has all statutory written policies and procedures in place and understands that any persons aged over 16 living in the home must be appropriately checked. She has a very good understanding of the correct procedures to follow if she has concerns about the welfare of a child in her care. The childminder is aware of the procedures to notify Ofsted of any changes and ensures that children are never left unsupervised. She has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are kept safe from harm.

The childminder monitors children's educational programmes to ensure they make good progress. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage, using effective activities and resources to underpin this. The childminder reflects on her practice and parents are fully encouraged to share their views. She evaluates her setting and knows where her priorities for improvement are. The childminder attends training to enhance her professional development and seeks out relevant courses which further her knowledge and understanding. She attends the local children's centre and is part of a childminder network, which helps her to develop her practice. Therefore, the childminder constantly builds on opportunities to improve her service.

The childminder attends local groups where she meets with other childminding professionals to exchange good practice. This gives her opportunities to discuss issues which are relevant to her business. The childminder understands how to contact support agencies if she feels additional help is needed for a child. When necessary, the childminder contacts other providers and schools to gather information about the children in her care, working professionally with them to ensure mutual support and learning for the child. The childminder has actively promoted good relationships with parents, which is

illustrated in their written feedback. For example, parents comment, 'we love that the children go out to a variety of places'. Parents are provided with a wide range of relevant policies and procedures at the start of their child's placement, which ensures that they are well informed about the service provided.

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	322203
Local authority	Liverpool
Inspection number	868762
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	02/03/2011
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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