

**Inspection date**

21/07/2014

Previous inspection date

13/07/2009

**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 promotes children's emotional well-being effectively, which helps them to have a very strong sense of belonging. As a result children are confident and motivated to learn.
- Partnerships with parents and other professionals are successful and ensure all children are supported and their needs are met exceptionally well.
- The childminder has a good understanding of her responsibilities to safeguard children and implements robust safeguarding and child protection procedures to ensure this.
- The childminder has good teaching skills and a good understanding of the Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities. Consequently children make good progress.
- Children are supported extremely well in their personal, social and emotional development, which aids their transitions and prepares them well for future learning.

**It is not yet outstanding because**

- There is capacity to review the labelling on storage boxes in the learning environment to make it easier for children to choose their resources and to further enhance literacy development.

## 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 childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, through conversations and as recorded in written questionnaires and reference letters.
- The inspector reviewed the providers hardcopy self-evaluation.

## Inspector

Deborah Magee

## Full report

### Information about the setting

The childminder was registered in 2002 and works with another registered childminder. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 16 and 19 years in a house in Allerton. The whole of the ground floor and the rear garden are used for childminding. The family has a cat and guinea pig as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the museums and park on a regular basis. She collects children from the local schools and pre-schools. There are currently thirteen 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 8am to 5.30pm, Monday to Friday, all year except for family holidays and bank holidays. She is a member of Professional Association for Childcare and Early Years and receives funding to offer nursery education to three and four year olds.

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

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

- review the labelling on storage boxes in the learning environment, to include words and corresponding pictures, to make choosing resources easier for children and to further enhance literacy development.

## 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 how children learn and develop. She uses effective systems to establish children's individual starting points, which enables her to provide suitably challenging and enjoyable activities for all children. She is skilful in her interactions and questions children effectively to support learning, which helps to challenge children further. Therefore, the quality of teaching is good. Because of effective teaching, all children make good progress in their learning and development. Children benefit from a broad and balanced range of learning experiences, through which they develop the skills needed for the next stages in their learning and in preparation for school. Communication and language development is very good as all children are articulate and express themselves well, both verbally and using sign language. As a result, even young children can effectively make their needs clear as they sign for a drink or for a toy they want to play with. Children are developing a strong understanding of difference and diversity in society as a result using sign language. They learn about deafness and other special educational needs and/or disabilities, as well as how to use alternative skills to communicate and use language to be understood. In addition, the childminder creates books with children that represent difference in society with positive images of disabilities and various cultures.

The children are consistently supported to make good use of the indoor and outdoor learning environments. For example, children take a large box from inside to create a den in the garden. Children enjoy sitting together in the cosy den and enjoy making a role-play picnic, which the childminder effectively supports by adding more resources, such as cups and plates. Younger children delight in an impromptu game of peekaboo with the childminder peeping into the den. The childminder skilfully introduces counting to the fun activity, as she encourages children to excitedly count, 'one, two, three, peekaboo.' Furthermore, children attend a range of physical activity sessions at the local park and children's centre. Consequently, children increase their physical strength, coordination and balancing skills while having fun in a large group setting. Children enjoy a range of activities across all areas of learning and make good progress towards the early learning goals. The childminder interacts well to support children's play. She engages children in purposeful discussion about what they have chosen to do, what they want to achieve and how they will succeed. Children select mark-making equipment, that is accessible and readily available, and enthusiastically create pictures. The childminder asks children, 'what are you drawing and what are you writing about?' Therefore, children are able to talk about their pictures, which promotes their language and interpretation skills while they develop an understanding that print carries meaning, as they discuss the marks they have made. The childminder has created an environment that is mostly rich in text and number in order to develop children's early literacy and mathematical development. Furthermore, the childminder promotes children's developing numeracy skills as they complete jigsaw puzzles and play board games. She also encourages children to count during daily routine activities, such as counting out plates or toys. Children develop their literacy skills as they have access to a good range of reading material, including leaflets and posters.

The childminder discusses children's interests and activities with their parents and effectively monitors their development through ongoing observations. There is evidence that the childminder prepares children well for their next steps in learning, which is recorded in individual learning files for all children. In addition, the childminder actively engages with teachers at the local school and attends a range of toddler groups and sessions at local children's centres. The childminder effectively uses these sessions to work with other professionals sharing ideas about how best to prepare children for school.

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

Children form close relationships with those around them and show secure attachments to the childminder. This helps them to settle and become confident, independent learners. Children move freely to select favourite toys and resources. This shows that they have a strong sense of belonging. They enjoy the active involvement of the childminder in their chosen play. She introduces new ideas and provides plenty of praise and encouragement for their efforts. As a result, children are keen to succeed and keep on trying until they achieve their goal. For example, children try hard to draw around plastic letters, which is a challenging task for some younger children. However, good support and encouragement from the childminder helps to focus the activity and to keep trying. When they have completed the task they delight in their own success, which promotes their self-esteem

well.

Behaviour is excellent. Children concentrate and listen to instructions, they follow advice given by the childminder and they share toys, take turns and help each other. The childminder gives meaningful praise which raises children's self-esteem and confidence. The childminder is a positive role model, who sets good examples for children. In turn, they follow her lead and develop good interpersonal skills. Children are well behaved, considerate to others and helpful. They show respect for themselves, one another and their environment. They learn to take responsibility for identifying and managing their own personal care needs. For example, they know when they are hungry, thirsty and tired, and express these needs effectively to the childminder. The childminder is very attentive to children and responds promptly to meet these particular needs. For example, she provides comfortable areas in which to rest, healthy meals and snacks, and free access to drinking water. The childminder teaches children how to keep themselves safe from harm by demonstrating and explaining how to handle tools and by encouraging children to move carefully indoors and outdoors. Children learn to be gentle when caring for the childminder's pet guinea pig and cat and to wash their hands after handling animals.

The childminder cares for children in a welcoming and comfortable home environment. Children have access to the garden under supervision of the childminder. Children also benefit from regular opportunities to explore the local parks, forests and sometimes the seaside. Toys are stored at the children's height in accessible boxes, both indoors and outdoors. These are not clearly labelled with words and pictures, which does not fully promote children's independence, decision-making and early literacy skills, because they cannot see or read what is in the boxes. It is also a missed opportunity to enhance children's early literacy skills and understanding of written words. In spite of this, when toys are accessed children have a wide range of interesting toys and resources to use in their independent play. The childminder displays useful information for parents on the noticeboard in the playroom. She also shares information with parents regularly through a variety of appropriate methods, such as written records and daily discussion. Good links with other local early years practitioners and agencies are in place. The childminder uses the information she gathers through these partnerships effectively to further support children's learning and developmental needs. She focuses well on the three prime areas of learning, which secures strong emotional, social and communication skills for children. This promotes future learning, as it helps children to be emotionally equipped for transitions to other settings and school.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a secure knowledge of when to inform Ofsted of significant changes. The childminder has attended safeguarding training and has a range of policies and procedures in place that effectively underpin her

practice. She knows what to do if she has a concern about a child in her care. She shares her safeguarding policies with parents so they understand about her role and responsibility. Risk assessments are conducted both on and off the premises, to identify and minimise hazards to children. Effective safety measures are in place and checked regularly to ensure the continued safety of children. This was raised as a recommendation at the last inspection and has been successfully met. The childminder ensures that she ensures the correct adult to child ratio is maintained and she now maintains a record of each child's attendance as required. The importance of this record was raised as an action at the last inspection, has been successfully met, and contributes to children's safety. Furthermore, the childminder ensures that all family members over the age of 16 years and all other adults who work with the children have completed the necessary suitability checks. She knows never to leave children unsupervised with any adult who has not been through this process.

The childminder works in close partnership with the local authority and her co-minder to share practice and to develop her skills and knowledge further. She has attended a range of training. For example, she has recently attended observation, assessment and planning training. This has had a positive impact on her practice and she focuses clearly on the next steps in learning when planning activities. This was a recommendation at the last inspection and the action the childminder has taken has improved the learning outcomes for children. She demonstrates an ongoing commitment to improving her knowledge and skills through monitoring the quality of her provision well. For example, the childminder has identified her practice would be enhanced by completing training on outdoor provision and communication development, in order to develop her expertise further. The childminder is committed to providing best possible learning outcomes for children and constantly reflects upon her practice. This is reflected in the input children receive during activities and routines to support their individual needs. The childminder effectively monitors children's learning and development in partnership with parents. As a result, any gaps in learning or areas that children are excelling in are quickly identified and reflected in the planning.

The childminder has established strong partnerships with parents. Parents comment that they are happy with how their children are cared for at the setting and how children progress with their learning. All parents are involved in their children's learning and the childminder arranges many social events that parents attend with their children. Parents enjoy this and feel involved in their children's learning as they meet their friends, which enables families to establish a strong support network for each other. The childminder has a good awareness of her areas for development from reflections on her own practice and those suggested to her by parents and children. Since the last inspection, the childminder has effectively developed her practice. For example, she has implemented a system for monitoring starting points of development and effectively uses observations to plan for children's next steps in learning. The childminder forms links with other early years settings children also attend, to support their care and learning. She is aware that she may need to work closely with specialised professionals if children with special educational needs and/or disabilities are receiving further support with their learning and development. She works well in partnership with reception teachers, because she fully recognises the importance that this partnership has on supporting children's continued learning. The childminder maintains good links with other childminders in the area for

support and sharing good practice. Consequently, all children in her care make good progress in all areas of learning and development and they are kept safe from harm.

### **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>	EY277456
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	872789
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/07/2009
<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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