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| Inspection date | 23/07/2014 |
| Previous inspection date | 12/01/2009 |

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| The quality and standards of the early years provision | This inspection: | 1 |
| | Previous inspection: | 1 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an excellent understanding of how to support children's well-being, learning and development needs. She uses her timely, accurate observations and assessments to plan stimulating and challenging activities to support each child in reaching their full potential.
- The childminder provides regular educational outings and an excellent range of accessible resources and activities, both indoors and outdoors, enabling independent choice. Children clearly demonstrate the characteristics of effective learning as they play spontaneously or interact with the childminder.
- Partnerships with parents are highly effective and contribute to meeting children's needs. Daily diaries with photographs and assessments are comprehensive and involve parents through seeking their views and comments.
- Children develop an excellent awareness of the importance of adopting a healthy lifestyle. They are well nourished and know that healthy choices and exercise keep them healthy.
- The childminder has a comprehensive understanding of safeguarding and implements highly effective policies and procedures to ensure children are safe and their well-being is promoted.

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 spontaneous and planned activities indoors and outdoors.
The inspector looked at children's diaries, assessment records and planning
- documents and sampled policies, procedures and the childminder's improvement plan. She verified qualifications and suitability checks.
- The inspector spoke to parents and took account of the written statements and assessments which included comments from parents.
- The inspector engaged in discussions with the childminder, her assistant and the children at appropriate times during the inspection.

Inspector

Catherine Hargreaves

Full report

Information about the setting

The childminder was registered in 1983 and is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She lives with her husband in south Liverpool. Most of the ground floor rooms of the childminder's home are used for childminding. The upstairs bathroom is used and the childminder also dedicates a bedroom to store resources and toys in. There is a secure, enclosed rear garden for outdoor play. The childminder has an early years qualification at level 3. She works with an assistant who has Early Years Professional status. There are currently a total of 12 children on roll, of whom six are in the early years age group. When working with her assistant all six children in the early years age group attend at one time. The childminder provides flexible hours on request, but mainly works each week day from 8.15am until 5.30pm all year round, except for family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and she works closely with the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent teaching interventions, range of resources and wealth of activities provided by further developing research or training in new areas, for example, Forest School techniques.

Inspection judgements

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

The childminder has an excellent understanding of how to support children's learning and development needs. This is because the childminder and her assistant attend training courses and conferences to ensure the provision is always innovative and progressive. Children thrive because the childminder ensures that parents have many opportunities to be highly involved in their child's learning. Children's progress, given their starting points, is rapid because the childminder is experienced and skilled in evaluating each child's learning and planning their next steps. Parents are consulted when children first start and are updated regularly. They add to the daily diaries which ensure children are very well settled and parents are kept informed about their achievements and progress. The progress check that is completed for children between the ages of two and three years involves parents and is followed up with additional support where required. The childminder knows how and where to seek professional help for children if required.

The childminder has high expectations of each child, continuously using language and questioning techniques to help children think critically. This ensures children make links with past experiences to help them solve current problems. The childminder enthuses

children and knows how to motivate them. When children ask for help, the childminder offers suggestions so children can find solutions themselves and continue with their own lines of exploration. This ensures children remain part of their own learning and development which builds on their self-esteem. The childminder has an excellent understanding of how children learn through all their senses and how differently aged children can support each other by working together. This is demonstrated when children feel for an object inside a sack and describe what it feels like. The childminder enhances their vocabulary by offering new words. When a horse is pulled from the sac the childminder finds some more and the assistant uses mathematical language to describe the different sizes of horse and continues to use rhythm and tempo in a favourite song to describe how fast the horse is walking or cantering. The childminder has an excellent understanding of how children learn through their favourite activities. She uses props and songs to teach children about subtraction and she practises early spelling techniques with initial letter sounds. Children learn different languages and sing a well-known action song in French. Books are available in German and Arabic to reflect some children's family origins. Children have a good understanding of the world around them. For example, all children remember some of the key words in French they learned earlier in the year. They discuss holidays where they recognised people spoke differently and ate different food. This means that children learn to appreciate differences in different people from an early age.

Children learn about looking after their world through a recycling tree whereby they add a leaf to the tree every time they recycle something into the bin. Children's involvement for looking after their world ensures consideration for other living things. Children make their own book when they find a robin nesting in the garden, recording egg development. This activity over time promotes their enjoyment of writing, photography and printing skills, learning about nature and using technology. Open-ended resources are provided as children's interests change over time. For example, a recent discovery and enjoyment of tape, led the childminder to purchase various colours and strengths of tape to be creative with. Their learning demonstrates how they explore different materials through play, actively learn about their properties and test them to create art work and make models using their creative thinking skills to further develop their interests. The childminder has high expectations of the children and understands when to take a non-active role to encourage independent critical thinking and investigation. Every child is actively engaged in an activity of their choosing throughout the day. The assistant responds to a request to play a game called trip trap and provides crates, a balance beam and masks for the children to role play a story about goats. All children take turns to cross the bridge and their retelling of the story, use of vocabulary, imaginative participation and interaction with each other shows extremely secure, confident and self-assured children. The older children are mindful of the needs of the younger children and seek support from the childminder so they can play with them too. This demonstrates how the childminder and assistant have taught the children to respect and include each other. These children are demonstrating learning outcomes above their expected level for their ages, which prepares them exceedingly well for their next steps or school.

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

The childminder is highly skilled and sensitive in helping all children develop secure emotional attachments which form a strong base for fostering their independence and willingness to explore. The childminder's practice actively contributes to providing exceedingly effective care to ensure children are physically and emotionally healthy. Children understand the need to attend to their own personal hygiene. For example a child discusses how washing his hands gets rid of germs so he will not get sick. Similarly a child is involved in his own health needs as he decides whether or not to try goat's milk instead of cow's milk.

The childminder has excellent relationships with parents so that she knows how to support each individual child especially well. Children's behaviour is excellent because the childminder models good techniques and supports children to understand how to resolve conflicts or seek support when needed. For example, each child has their own superhero and special superhero skill. Children are encouraged to act like their superhero and practice the relevant skills. Children are involved in their own developmental targets, which provide the future skills to be lifelong learners. Children understand how to keep themselves safe from harm as they talk about being careful with the knife so they do not cut themselves. The assistant considers whether all activities are suitable for the younger children. She risk assesses and supports throughout the day, so children are challenged while not experiencing adverse risk in their new experiences. The childminder and assistant communicate consistently throughout the day, to ensure they agree on their own deployment and how the children are engaged. This ensures children receive the best attention and support when they need it.

As some children are about to move into primary school, the childminder has arranged activities around starting school to support their emotional well-being during the transition. The childminder is conscientious as she takes into account parental information at the beginning of the day to alter a young child's sleeping and feeding routine. All children are treated with their physical needs in mind wherever possible to aid and link their routines at home. A highly stimulating play environment with child-accessible resources, both indoors and outdoors, challenges children to be independent, imaginative and inquisitive learners. Children are actively involved in their own healthy eating as they gather their own beans from their vegetable planters for lunch. Children understand how their digestive system works and how their skin repairs itself when cut. A child uses the word 'oesophagus' demonstrating her advanced vocabulary skills. The childminder discusses how she promotes challenging vocabulary because she knows children are competent learners.

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

The childminder has comprehensive knowledge of her responsibilities in understanding and implementing the Early Years Foundation Stage. She more than fulfils her responsibilities by ensuring she continuously upgrades her knowledge and skills through courses and research. The childminder has a highly effective system of self-reflection and

self-development in place for herself and her assistant, which takes into account the views of parents and children. The childminder and assistant formally observe and document each other's work to offer advice on each other's practice. This ensures consistency of approach for all children. Their assessments reflect their high expectations of each other and consequently ensure the best teaching for all children. Respected early years professionals have included their work with children in their professional magazines and conference openings.

Both the childminder and her assistant have an excellent understanding of safeguarding and their duty to protect children. They fully understand how to recognise possible safeguarding concerns and how they would act upon a suspicion. Robust procedures ensure the setting is safe and secure and these are translated effectively in to practice by both childminders. For example, some resources are stored above child height to protect younger children, however, they are labelled and children can request them through a picture book. Robust risk assessments are completed and effective safety measures are in place and regularly checked to ensure the continued safety of children. Supervision is vigilant and both childminders know to never leave children unsupervised with a person who has not been cleared for their suitability.

The childminder and assistant utilise an internal evaluation and improvement system for assessing their priorities for the year ahead to enhance the already excellent provision. This includes new resources and their own personal development plans to ensure they continue to impact positively on children's learning and development. Superb partnerships with parents and other professionals have ensured appropriate interventions for children to receive the support they need. The high quality of qualifications the childminder and assistant hold ensure outstanding educational programmes. Their approach ensures experiences have sufficient depth, breadth and challenge, which reflect the interests of each child and are appropriately tailored across all ages and abilities to meet the needs of all children. The childminder has several detailed recording systems in place to monitor children's attainment and well-being. She uses this information to plan their next steps to ensure learning in all areas is challenging and developed to ensure each child reaches their full potential. There are currently no children with special needs in attendance; however, the childminder is able to discuss how she has previously, and could in future, support children through her contacts with agencies and support workers.

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

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| Unique reference number | 322213 |
| Local authority | Liverpool |
| Inspection number | 847844 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 12 |
| Name of provider | |
| Date of previous inspection | 12/01/2009 |
| 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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