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| Inspection date | 24/07/2014 |
| Previous inspection date | 23/03/2009 |

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| 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

- Clear and consistent assessment methods, together with highly effective monitoring systems, enable the childminder to quickly identify any gaps in children's learning and development and provide extra support.
- The childminder's teaching skills are excellent, and as a result, children are highly motivated to learn and subsequently make outstanding progress towards the early learning goals.
- Children are exceptionally well protected in the care of the childminder because she has an excellent understanding of safeguarding procedures and knows how to keep them safe at home and on outings.
- The childminder's home is very welcoming and the extensive range of toys is easily accessible, enabling children to make superb independent choices about their play.
- The childminder has established an excellent working partnership with parents, which contributes to the very high standard of care and learning on offer.
- The childminder continually evaluates and reflects on her practice to provide high quality care, and maintains constant improvement in outcomes for all children.

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 children's learning environment.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector looked around the areas of the home that are used during childminding hours.
- The inspector discussed self-evaluation as a way of identifying improvement for future development of practice.

Inspector

Kellie Lever

Full report

Information about the setting

The childminder registered in 1986 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in the Allerton area of Liverpool. Children are cared for in a playroom and conservatory on the ground floor and they have access to the rear garden. The childminder provides care from 7.30am until 5.15pm Monday to Friday all year round. There are currently eight children on roll, five of whom are in the early years age group. The childminder holds appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- consider how the already strong links at home can be even better, for example, by offering parents and carers extra information and sharing ideas of the superb activities across the setting and the children's home.

Inspection judgements

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

The childminder is inspiring, highly motivated and demonstrates an excellent knowledge of how to promote children's learning through play. She provides a wealth of well-planned activities that are tailored to each child's interests, and ensures there are plenty of stimulating opportunities to challenge children's thinking. As a result, even young children show the characteristics of mature, inquisitive and active learners. The childminder uses her exceptional listening and teaching skills to support each child as they learn and develop the skills that form the basis for their future learning. The childminder plays alongside children and offers fantastic support and encouragement through conversation and highly skilled interactions. For example, children enjoy playing a ball game with the childminder using different sized balls. She gives children simple instructions about the rules of the game and by selecting a ball first for herself, gives the children an excellent demonstration of how to play. Children enthusiastically join in and through careful questioning, comment and modelling of language, they understand what is expected. Children pass the ball around and shout out the person's name they are passing it to. The childminder takes the opportunity to develop mathematical concepts as she directs the children to a number poster in which they choose a number and relate it to the amount of times they would like to throw the ball in the air. These enriching, playful activities teach children a wealth of knowledge, along with enhancing their listening skills, communication and powers of concentration. These are all vital skills that will prepare children for their eventual move to nursery or school.

The childminder is very effective in providing high quality teaching. For example, she helps

the children recall their adventures to the allotment where they grow different vegetables and fruit. She prompts the children with skilful questions to jog their memory. For example, 'can you remember where we go?' and 'what vegetables do we have to pull out of the ground?' Children are keen to discuss this and go and gather pictures they have drawn of the allotment, and confidently describe what they do while they are there. The childminder's tremendous skills in linking activities together through real events and discussions promote children's learning. Through this scaffolding and building on children's previous experiences, these activities encompass a number of the different areas of learning and so are highly successful in helping the children to develop. The childminder is very knowledgeable about each child's individual needs. For example, a child shows an interest in colours so the childminder takes every opportunity to focus on these key words when talking to her, using words such as 'the blue cup' and 'the green ball'. In addition to this, the childminder incorporates this into play as she supports the child on the trampoline and sings a song related to colours. She superbly adapts activities to ensure inclusion by making sure all resources are appropriate for each child's age and stages of their development. They are given sufficient time to attempt activities and practise their skills, and are able to select resources for themselves from the wide range. The childminder instinctively knows when to intervene and when to allow children to solve issues themselves.

Parents are actively encouraged to be fully involved in their children's learning as soon as they start. The childminder's enthusiasm and diligence in supporting children are evident not only in her interactions, but also in the way she observes children and makes astute assessment of their development. This includes the required progress check for children between the ages of two and three years and making sure this is shared with parents at the appropriate time. This means that the childminder quickly identifies if children require any further support or challenge to enable them to reach their full potential. The childminder constantly evaluates her practice throughout the day and plans for the next steps in children's learning. The 'All about me' records and tracking of children's development are outstanding. The childminder completes a tracker to ensure children are progressing as expected. This helps her to link achievements made by children. Daily discussions and a daily diary support children extremely well, and as a result, they are making excellent, and in some cases, rapid progress toward the early learning goals. All parents have access to their children's records at any time and are able to make written contributions. Monthly planning is given to parents to show the children's next steps and activities that are planned. However, this could be made even better by sharing information and ideas of activities children can do at home with their parents, to maximise the progression made by children.

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

The children make extremely secure attachments. The childminder has an outstanding knowledge of the children and families for whom she provides a childminding service. This means that she can address the needs of children exceptionally well. She seeks detailed information regarding children from their parents prior to them joining, and makes sure that this is regularly updated to ensure that she holds accurate information. This is in order to provide highly effective support for children's welfare, such as by being aware of

any changes that may affect a child's emotional well-being. The childminder is able to help children to settle rapidly as she has a highly comprehensive knowledge of their routines and preferences. She shares copies of her policies and procedures with parents. Consequently, this enables parents to be aware of how these are used to support high standards of care and learning for children. Arrangements for children joining the setting are very flexible, in order to support their emotional well-being exceptionally well, and this is planned on an individual basis to maximise its impact.

The childminder's home is welcoming and well resourced with high quality toys and activities to support children's learning and development. The garden is well designed and offers spaces to entice children to explore and investigate in the fresh air. In collaboration with parents, children are sensitively toilet trained and learn good personal care routines, such as washing hands before meals. The childminder has high expectations of children and has extremely good ways to encourage their positive behaviour and manage their feelings. For example, the childminder uses a 'Why puppet', which encourages children to talk about how they feel. As a result, children learn how to control their emotions in different situations. They demonstrate an excellent understanding not only of the expected codes of behaviour, but the reasons why these are important. Children remind each other of how to behave and let the childminder know if another child is behaving inappropriately. The childminder frequently reminds children to use good manners, such as by encouraging them to say 'thank you', to further support their development of good early social skills. Artwork created by children is displayed in order to enhance their self-esteem and reinforce their sense of belonging in the setting. Children also sit and look through family photograph books of all the children who attend, which again gives them a sense of belonging and supports their emotional development. Parents are exceptionally well informed about their child's care. Resources are exceptionally accessible to children and this means that they have excellent opportunities to make their own choices about what to play with. All children are supervised extremely well and the childminder supports and assists them as needed, both inside and outside the home.

The childminder teaches the children about keeping themselves safe from an early age. For example, children practise regular fire drills with her and know how to evacuate the building quickly and safely in the event of an emergency. Children also demonstrate very clear understanding as they act appropriately when fire drills are carried out and when they are out on trips. The childminder ensures that children are aware of safety rules within the setting. For example, children are aware not to use the sea-saw on concrete and that it is safer on the grass. Children make extremely good progress in skills that will support them in the future; they approach each other and visitors with confidence, asking many questions to learn more. Children have lots of physical exercise and enjoy daily walks. The childminder provides healthy snacks for children to support them having an understanding of the need for a balanced diet. She works closely with parents regarding children's individual dietary needs and their eating patterns. For example, the childminder recognises that children are not eating their fruit. She instigates a game to get the children to eat fruit, by pretending to be a sleeping giant and the fruit is magic coins. As a result, this joyful approach ensures all children are having a healthy diet while in the childminder's care.

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

The childminder has an excellent understanding of her responsibilities in meeting the welfare and safeguarding and the learning and development requirements. She implements clear, rigorous policies and procedures that promote children's welfare and safety exceptionally well. Children's safety is a high priority. The childminder has an extremely good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and being confident about the procedures to follow. The childminder completes comprehensive risk assessments and daily checks so that she provides a safe environment for children to play. The childminder keeps her knowledge up to date. She regularly reviews her practice and attends any training needs to enable her to utilise her strengths and build on her wealth of childcare knowledge and skills she already has. Effective processes provide a clear overview of the assessment of children's progress, which enables the childminder to quickly identify any gaps in learning. Additional support is provided if necessary, including for those children with special educational needs and/or disabilities. The childminder ensures that her practice is fully inclusive to support the needs of children who attend the setting. Ongoing reflective practice based on views from the childminder, parents and children leads to clear targets for improvement which leads to high quality provision.

The childminder has established excellent partnerships with parents. She supplies detailed information about the setting by way of regular chats and newsletters. Parents are given questionnaires and are encouraged to have an active voice in their child's care and education. The childminder is proactive in seeking information from parents when children start at the setting. Parents say that their children are very happy and settled. They appreciate the effective communication methods, find the childminder to be friendly and say that she knows their children extremely well.

The childminder has effectively addressed the recommendations set at the last inspection. This has had a significant impact on working in partnership with other settings, which has supported children to develop and make progress towards the early learning outcomes. Partnerships with other professionals are exceptionally strong. The childminder is proactive in establishing dialogue to exchange useful information with other early years providers when children also attend other settings and when preparing them for school. She has connections with other local childminders. This is in addition to attending groups at the local children's centre. Children have opportunities to access to transport and visit local places of interest. Overall, the childminder is inspirational. She has an outstanding quality where children are extremely well supported, which lays a solid foundation for them to flourish in their early years.

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 | 322168 |
| Local authority | Liverpool |
| Inspection number | 872138 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Name of provider | |
| Date of previous inspection | 23/03/2009 |
| 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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