

Inspection date	25/07/2014
Previous inspection date	10/05/2010

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's behaviour is excellent, this is a result of the childminder's high expectations. She very effectively promotes children's confidence, successfully preparing them for the next stage in their learning.
- The childminder promotes children's emotional well-being very well, so they have a very strong sense of belonging. As a result, children confidently explore the learning environment and enthusiastically engage with new experiences.
- The childminder has good teaching skills and a good understanding of the Early Years Foundation Stage. She plans purposeful play with a good balance of adult-led and child-initiated activities, consequently, all children make good progress.
- Children are kept safe because the childminder has a good understanding of child protection issues and is committed to ensuring her home environment is safe and secure.

It is not yet outstanding because

- There is scope to improve the system of supervisions for assistants. For example, by completing observations of teaching practice and using the observations as a tool in supervision sessions to further improve teaching and enhance outcomes for 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 childminder's house and talked with the childminder and the childminders assistant.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector discussed the provider's self-evaluation process.
- 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, as recorded in reference letters.

Inspector

Deborah Magee

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to work with an assistant. She lives with her husband and two children aged 10 and 14 years in Hunts Cross, Liverpool. The whole of the ground floor and the rear garden are used for childminding. The family has pet fish, which children have access to. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and parks on a regular basis. There are currently nine children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates from 7am to 5.30pm, Monday to Friday, term time only. She is a member of the Professional Association for Childcare and Early Years and holds a relevant level 6 qualification. The childminder receives funding to provide nursery education for 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:

- expand the monitoring of the work of assistants through effective supervisions based on sharply focused evaluations of their practice.

Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage. She provides a good range of interesting experiences that successfully address all seven areas of learning. Consequently, all children are motivated to learn and make good progress in relation to their start points. The childminder has designed the learning environment well and children can readily access resources in their independent play. As a result, children are supported in becoming independent learners from an early age. Children access the broad range of mark making materials as they write their own names and enthusiastically create treasure maps to use in their pirate role play. The childminder and her assistant enhance their learning through the provision of extra resources, for example, the use of cold tea to stain the treasure maps. The childminder is very effective at extending children's language development. She consistently gets down to children's eye level, asks questions to extend children's thinking; giving children appropriate time to respond. These strategies are very effective and have significant impact on children's learning as they effectively develop the thinking skills needed for the next stages in their educational journey. There is a good balance of adult-led and child-initiated activities to promote children's learning across the educational programmes. Older children are prepared for school as they learn about colours, shapes and learn the link between letters and sounds as they engage with a phonics programme. Children develop age-appropriate skills in a

cake making activity; as a result, older children are effectively challenged. They develop their mathematical skills as they measure the ingredients and their literacy development is enhanced as they follow a picture representation of the recipe. Younger children and babies enjoy feeling the different textures and using equipment to mix the ingredients. The childminder skilfully plans activities to develop understanding that print carries meaning. Consequently, children effectively develop the skills required for school.

The childminder records children's progress through regular observations and clearly annotated photographs. Assessment arrangements are effective and parents are regularly provided with an overview of their child's achievements and progress. The childminder gathers a wealth of information from parents about children's routines and abilities; as a result, she provides experiences that meet each child's individual needs. The childminder has established strong links with parents. She communicates verbally on collection and utilises technology as an effective method of involving parents. This is gathered through the use of texts, emails and social networking. The childminder observes children as they play and makes assessments of their learning against developmental bands. Parents are well informed of children's progress through daily discussions and text messages during the day. Parents respond well to electronic communication and use this to share information about learning at home and ways in which children can be supported when in the care of the childminder. The childminder embraces parents' ideas and she incorporates them into her practice. For example, parent's ideas and discussions about holidays have led to the childminder planning activities around travel. She has incorporated activities on different languages, currencies, food and methods of transport, so children are learning about other cultures and developing their understanding of the world in which they live.

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

The childminder has a warm and welcoming manner and she forms close bonds with all children, which result in secure emotional attachments forming. Her good practice impacts positively on children's confidence and self-motivation as all children are motivated and ready to learn. Children happily follow their own interests playing with resources that are age-appropriate and provide good levels of challenge. Children are emotionally prepared for the next stages in their learning and their transition to school. The childminder effectively supports their emotional well-being by ensuring all children are valued, for example, the childminder displays all children's work and photographs in the learning environment. Children feel proud, confident and are extremely happy in the care of the childminder and her assistant. Both are good role models of positive behaviour and use consistent strategies for managing behaviour. This includes maintaining a routine with which children become familiar and know what to expect. Consequently, children learn to play cooperatively, show kindness to each other and develop a sense of responsibility.

The childminder takes every opportunity to talk with children about safety. Children know that they must stop, look and listen before crossing the road and are fully aware of the procedure for evacuation in an emergency because the childminder regularly practises this with them. These measures contribute to keeping children safe and develop their

awareness of, and ability to, take safe action. The childminder effectively promotes children's health and well-being. For example, children benefit from a good range of activities outside the setting. They visit local playgroups, a childminding group and local parks. Additionally, they take part in active exercise while attending specific groups. As a result, children build their confidence and develop their physical and social skills while they have fun in a large group provision. The childminder has organised the welcoming outdoor environment to allow older children to participate in many physical activities, such as, tennis, basketball and football. Younger children and babies develop their physical skills as they dig, climb, run around and water the plants. Children are taught about healthy eating and the childminder provides them with a selection of nutritious meals and snacks. She discusses healthy choices with children and talks about the benefits of certain types of food. Children are actively involved in some aspects of the preparation as they help prepare the snacks and make cakes for a treat after lunch. All children develop good self-care skills as they independently wash their hands at appropriate times of the day. They are provided with individual wash bags to prevent the spread of infection. This means children are helped to keep themselves healthy and learn to manage their own personal care and hygiene.

The childminder fully understands the importance of working closely with parents and she has developed good procedures to ensure she provides high-quality care that meets each child's needs. For example, she encourages parents to visit with their children several times prior beginning their placement. During these visits, the childminder gets to know children well. She obtains detailed information about children's individual care needs, home routines and what children can do on entry to the setting. As a result, the transition from home into the setting is well managed and children settle quickly. Children have developed a trusting relationship with the childminder, due to the high quality individual care she provides. They seek her out for cuddles when they are tired and look for reassurance as they explore the environment. This shows children feel safe and have a secure attachment with the childminder. As a result, children confidently move around the learning environment and make independent choices in their play based on their emerging interests. The childminder and her assistant support children very effectively as they ensure the resources are in the correct places and accessible with clear picture labels of what it inside. Furthermore, resources, such as, paints, sand and water are replenished regularly ensuring children have continuous access to motivating activities.

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

The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended relevant training and as a result, has successfully implemented comprehensive policies and procedures that effectively underpin her practice so children are kept safe. The childminder has robust recruitment systems in place. When recruiting assistants she works closely with training providers and checks suitability of applicants. The childminder has a good understanding of the procedures to follow if she has safeguarding concerns.

The necessary suitability checks for all adults within the household have also been completed. This ensures children's safety is fully protected. The childminder cares for children in a safe, warm and welcoming environment. She completes regular risk assessments on all areas of her home used for childminding to identify potential hazards and enable her to implement effective safety measures in order to protect children from danger.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She successfully monitors the planning and delivery of the educational programmes through an ongoing programme of reflection and evaluation. The childminder implements a consistent approach to assessment and she monitors children's progress regularly. Consequently, she quickly identifies any children who may need extra support to close gaps in learning or those who need challenges to further enhance rapid progress. The childminder monitors the practice of her assistant mostly well. She carries out some supervisions with her to discuss her strengths and to provide support where needed. However, monitoring is not focused sufficiently well on continuous improvements by including formal observations of teaching and interaction. Therefore, the feedback, which is included in the supervision sessions, does not improve the assistant's practice to the maximum potential to improve outcomes for children's learning and development. The childminder has implemented improvements since her last inspection. She has updated the planning to identify individual needs. She has also redesigned her house to ensure children have the best possible experiences, this has allowed the childminder to develop a welcoming playroom and an extensive outdoor learning environment.

Partnership with parents are very strong. The childminder uses a number of innovative methods to communicate with parents. For example, she has a secure area on a social networking site on which parents can leave comments. Currently, the childminder does not care for any children who attend other settings, though she has a good understanding of the importance of partnership working. She successfully works in partnership with other early years practitioners to enhance children's learning and development, for example, play group leaders and children's centre staff. The childminder works with other professionals, sharing ideas about how best to prepare children for school. As a result, children are well prepared for the next stage of their educational journey and ultimately school. Parents' views are gathered through discussions and the childminder has designed a questionnaire for parents to evaluate her practice. Consequently, self-evaluation by the childminder and her assistant is accurate and has resulted in appropriate plans for necessary improvements. Children's views are explored through observations, reflection and through weekly discussions. The childminder engages older children and her assistant in planning and reflection, as they discuss what they have enjoyed and any ideas for future activities. So children are actively involved in their own learning experiences.

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

Unique reference number	EY251273
Local authority	Liverpool
Inspection number	872611
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	10/05/2010
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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