

Inspection date	30/07/2014
Previous inspection date	27/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 has a very good awareness of individual children's needs through good partnerships with parents. Precise assessment and planning is in place for all children and as a result, teaching is effective and they make good progress across all areas of learning.
- The childminder has a positive attitude to safeguarding children and takes effective measures to ensure that the environment is safe for them. She supports their health and well-being very well by providing continuous access to the outdoor areas and by providing healthy home-cooked meals.
- The childminder has a professional approach to her practice through ensuring policies and procedures are written for parents and she provides information for parents through her website and leaflets.
- Thoughtful deployment of resources enables children to follow their own ideas and interests independently both indoors and outside the setting.

It is not yet outstanding because

- There is scope for the childminder to further enhance her already good interactions with children through more skilful questioning techniques, which will support their critical thinking skills.
- There is scope for the childminder to enhance her already sound knowledge and skills to be even better prepared to support children with special educational needs and/or

disabilities.

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 carried out a tour of the childminder's home, noting the environment, resources and displays.
- The inspector observed spontaneous and planned activities indoors and outdoors.
- The inspector took into account the views of parents and written statements.
- The inspector engaged in discussions with the childminder at appropriate times during the inspection and sampled policies, procedures and documentation.

Inspector

Catherine Hargreaves

Full report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three adult children and one grandchild. They live in the Broadgreen area of Liverpool, close to shops, parks, schools and places of interest. Children have the use of the playroom, conservatory and upstairs bathroom. There is a secure, enclosed garden for children's outdoor play. The family has a pet cat and small dog. There are currently five children on roll in the early years age group. The childminder operates between 8am and 6pm. The childminder has a level 4 childcare qualification and is a member of the Professional Association for Children and Early Years and local childminder network.

What the setting needs to do to improve further

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

- enhance further already good interactions with children to include more skilful questions, which support their critical thinking skill development
- build on existing knowledge, for example, by having regard to the revised special education needs code of practice and most recent safeguarding information for working together, to ensure best practice and up-to-date information is available for setting procedures and informing parents.

Inspection judgements

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

Children enjoy their time with the childminder as she offers a welcoming environment from which to explore a stimulating choice of indoor and outdoor resources. They are encouraged to try new experiences based upon the childminder's good understanding of their individual needs and interests. Consequently, children develop a secure sense of emotional well-being and make good progress in all areas of learning and development, based upon individual starting points. Children's progress is precisely assessed and recorded to effectively plan suitably challenging activities. Careful questioning during activities generally encourages children to re-think and re-shape tasks to improve their learning. Children demonstrate characteristics of effective learning by making links with previous learning to develop their understanding of new tasks. For example, a child explores the way weighted scarves move differently compared with standard scarves and ribbons moving in the wind. Children are introduced to new sensory activities, which captivate their attention for a prolonged period of time. For example, the childminder introduced some multi-coloured rice to a tray and modelled mathematical language and questions appropriate to the different age ranges of children present. She supported one

child as they practiced their number recognition against numbers on the scales, while the toddler was shown how to balance rice on a flat spoon as they repeatedly filled and emptied containers.

Children are included in their own plans for the day, which promotes their independence. The childminder uses good teaching techniques and her well-informed planning documents to ensure child-initiated or adult-led activities have scope for challenging targeted learning. The childminder learns words and she has books in foreign languages to help support children with English as an additional language. Children with speech delays are fully supported through the childminder's implementation of a local communication programme. This reflects the high level of commitment that the childminder places on supporting children of all backgrounds and abilities to ensure they are prepared for the next stage in their learning.

The childminder works closely with parents to gain their contribution to initial assessments on entry and as they progress. Where children's starting points were lower than those of other children their age; assessments show that they have made excellent progress and will be well prepared for transitions at school age. Parents are updated daily on activities and themes their child has been interested in and the childminder offers ideas on how to continue learning at home. The childminder completes the progress check for children between the ages of two and three years, in partnership with parents, to review and document children's progress. She understands how to seek additional professional support to match children's individual learning and development needs. Parents are encouraged to get involved in continuing learning at home. The childminder and children planted seeds, which they continue to nurture at home. The childminder understands that children learn better when there are good relationships between home and the setting.

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

Children feel very safe and secure with the childminder as she discusses their individual needs with parents before they start and each time they attend. The childminder makes sure the environment is safe and welcoming and reflects the children's current interests by rotating resources. Children can access all the resources, which encourages their independence to explore and use their imaginative skills. They develop good physical skills as they freely run, climb and use individual resources outside that challenge their agility. She implements ideas from training and research to introduce new physical activities, which supports children's understanding of risk. For example, using a single rope and branch as a swing to develop agility and balance skills. Children are aware that their childminder is close by if they need support during their own play and will seek her help when needed. Older children are comfortable to see to their own personal hygiene needs and the childminder is close by if they need support. The childminder has effective strategies in place to manage children's behaviour, as they learn to play amicably alongside each other and with the childminder participating. Children sing as they are happy in their play and are comfortable playing on their own, using their imagination as they play with small-world items.

Parents describe how satisfied they are with the care their childminder provides. They are

secure in knowing that their child is well looked after, happy and developing effectively. The childminder supports parents through transitions from when they first start, to moving to different childminders' settings or school. As an example, the childminder asks parents to make a photographic album of the child's family and favourite things, which she can use as comforters and talking points when children first leave their parents. If a child is upset when their parent leaves, the childminder will send a photograph to reassure parents that they are now settled. The childminder supports families by offering additional services at weekends or when parents are sick, which brings continuity to children at times of need.

The childminder has a balanced menu of home-cooked meals she prepares for children, based upon what she knows they like and dislike. The childminder introduces healthy eating choices to children through a board game. Children look at different foods and place them on areas to promote more or less consumption. This could be further promoted by further skilful questioning during mealtimes, by making links back to what was learned during the game, to further support children's critical thinking. During the hot weather, children are regularly encouraged to take a drink and the childminder is mindful of protecting them from too much sun and from looking at the strong sunshine when they hear an aeroplane.

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

All requirements of the Early Years Foundation Stage are met as the childminder places a high priority on ensuring that she has written policies and procedures in place to provide a professional setting for all children. Children feel safe and secure with the childminder and arrangements for safeguarding them are good as the childminder has a good knowledge of procedures to follow if she has any concerns. The childminder is fully aware of potential and actual harm to children and how she would follow her procedures, training and local safeguarding guidelines to protect and support children in her care. The childminder is aware of a new special educational needs code of practice and as part of her professional development, she intends to update her skills and knowledge to ensure that she can support any such children, who may attend in the future.

The educational programmes provide children with appropriate activities and experiences to help them to make good progress in their learning and development, irrespective of their starting points. Progress is monitored against each of the seven areas of development and recorded to ensure that next steps for planned activities meet the needs and interests of individual children. The childminder uses a self-evaluation system to assess her own practice and hold priorities for improvement of her own development and that of the setting. These include training scheduled for health and safety. The childminder's experience as a network coordinator has provided her with opportunities and ideas, which she has implemented to benefit the children in her care.

Appropriate registration and insurance documents are in date and available for parents. She works in close partnership with parents and provides information for them on her website and through leaflets. Parents are happy with the care and learning provided, for

example, one makes a comment about how marvellous the childminder is and how their child is exceeding development in some areas of learning and 'adores' the childminder. Qualification and training certificates for safeguarding and first aid are available and in date. The childminder uses professional association forms to record details for emergencies, medicine administration, accidents, parent contracts, attendance times and parental permissions for outings. This ensures a professional setting for families, which follows best practice procedures and administration.

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	322139
Local authority	Liverpool
Inspection number	847841
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	27/04/2009
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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