

Inspection date	07/08/2014
Previous inspection date	29/07/2009

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

- Children enjoy warm, caring relationships with the childminder that support their independence and personal, social and emotional development.
- The childminder builds positive relationships with parents and other agencies, exchanging and sharing information to support consistency in children's care and learning.
- Children are provided with a stimulating environment and are motivated to learn, because the childminder successfully guides their learning through play as children develop their thinking and understanding.
- The safeguarding and welfare requirements are well understood by the childminder. She implements her clear policies, which are embedded into daily routine, to safeguard children and ensure they are kept safe.

It is not yet outstanding because

- The childminder has not yet explored further strategies to engage all parents actively in their children's learning, such as contributing to children's developmental records.

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 interactions between the childminder and children. She viewed areas of the home used for childminding.
The inspector looked at documentation, such as, policies and procedures, planning systems, children's development records and evidence of the childminder's suitability. The inspector took into account the written and verbal feedback of parents.
- The inspector held discussions with the childminder throughout the visit.

Inspector

Susan Hopper

Full report

Information about the setting

The childminder was registered in 2001. She lives with her husband and three children in Greasby on the Wirral. The whole ground floor and two bedrooms are used for childminding and there is a fully enclosed garden for outside play. Within the immediate locality are schools, open green spaces, a library and public transport. The family have a pet rabbit. The provision is registered by Ofsted on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. There are currently 14 children on roll, five of whom are in the early years age range. The childminder operates Monday to Friday, from 7.30am to 6pm, all year round except for family holidays.

What the setting needs to do to improve further

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

- explore further strategies to engage all parents actively in their children's learning, such as sharing information and contributing regularly to the assessment and observation records.

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 records observations of children's learning in their learning journals, which are shared regularly with parents. Parents have opportunities to add comments and are encouraged to share information about learning that occurs at home, to support the childminder in meeting children's learning and development needs. However, parents do not always include comments or observations, which sometimes means that opportunities to be actively involved in their children's learning and development are not maximised. Learning journals contain observations, photographs and regular assessments of children's development. The childminder uses this information to plan for the next steps in their learning. She has a good understanding of the prime and specific areas of learning, and follows children's individual interests, which effectively promotes their learning and development.

The quality of teaching is good. The childminder offers a rich learning environment, covering all areas of learning. Resources are accessible for children to make their own choices and become active learners. This supports their independence and their personal, social and emotional development. The childminder uses effective questioning, demonstrations and communication to support children's learning and development during their play. She gives children time to explore and experiment during their play, for example, as they experiment with different materials, textures and colours during a mark making activity.

Children are making good progress in their learning and development and are gaining the skills they need to be ready for school. They are provided with a range of activities that offer challenge to extend their learning. For example, they practise writing letters and numbers as well as using scissors and organising their own picture making activities. Children have access to outdoor activities on a daily basis and have started to be involved in growing and planting activities; furthering their understanding of growth and new life. They help to care for the pet rabbit, developing their concern for living things and the environment. The childminder regularly takes children to places of interest, as well as experiencing travelling on public transport, further enriching their learning and development opportunities.

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

Children are settled and at ease in the childminder's care. This is because she uses settling-in processes that are based around the individual needs of children and their families. The childminder knows and meets their individual needs very well because she gathers detailed information from parents about their children's needs. As a result, children are happy, settled and develop secure attachments. Children enjoy close contact with the childminder and she responds to children positively. She is intuitive when children show some wariness when visitors are present and reassures them sensitively. She also responds to the clues children give when they are becoming tired and ensures they are settled and comfortable when taking a nap.

Children are encouraged to participate in effective self-care routines to develop their understanding and independence. For example, children help to apply their own sun creams. Discussions take place about why this is necessary to develop their understanding of keeping themselves healthy and safe. Children learn about road safety and using equipment with care as the childminder reminds them about their own safety and that of others. Children have access to drinking water throughout the day and healthy snacks and meals are provided. The childminder monitors children's changing dietary or medical needs by asking parents for regular updates. The childminder follows clear and effective procedures for maintaining children's health. She holds a first-aid certificate and is able to manage minor accidents and injuries swiftly and reassuringly for both children and their parents.

The childminder is a good role model, ensuring that children are developing an understanding of respect and manners through daily routines and behaviour. She gives clear indications as to how children are expected to behave, for example by listening to them, responding to their questions and praising their good efforts. The childminder follows established hygiene routines and explains the benefits of these to children. For example, she talks to them about the importance of washing their hands after using the toilet and before eating meals and snacks. Children enjoy playing outdoors where they have good opportunities to develop their physical skills. There is a good selection of age

appropriate resources including small seesaws and sit-on toys.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, which helps to ensure children are kept safe and protected from harm. She is well organised and maintains all the required documentation, such as children's information and a record of their attendance. Policies and procedures are robust and shared with parents to keep them informed of matters affecting their children in the provision. Risk assessments for the home and outings are in place and the childminder completes daily checks to ensure that children are safe at all times. The childminder supervises children well and takes effective safety precautions, such as using safety gates across doorways. The childminder has a good understanding of safeguarding procedures and knows what to do if she has a concern about a child in her care. As a result, children are kept safe and protected from harm.

The childminder monitors children's progress well and has a good awareness of their abilities and skills. She uses assessments of children's progress to identify aspects of learning where individual children may need extra support. The childminder ensures her mandatory training is kept up to date, and uses additional training to support the provision. Self-evaluation is good. She monitors her practice to ensure continuous improvement, so that children benefit from rich learning experiences.

Partnerships with parents and other agencies are well developed. The childminder regularly discusses children's progress and development with parents and provides written information in daily diaries. The childminder regularly meets with staff at local schools to share information about the children and ensure that activities in the setting are linked to the children's studies in school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	501224
Local authority	Wirral
Inspection number	869125
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	29/07/2009
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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