

Inspection date	21/08/2014
Previous inspection date	16/06/2009

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, personal, social and emotional development.
- The childminder builds positive relationships with parents and other agencies, exchanging and sharing information to support their involvement 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. This helps 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 ensure children are kept safe.

It is not yet outstanding because

- Younger children cannot always reach resources and activities because they are placed out of reach, which reduces their opportunities to explore more spontaneously.
- The childminder does not always engage younger children in language activities, which means they have fewer opportunities to practice and develop their communication skills.

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 spoke with the childminder at appropriate times throughout the inspection and observed play, teaching and learning opportunities indoors, in the garden area and at lunch time.
- The inspector looked at documentation and a selection of policies and procedures, including children's information, risk assessments, certificates and evidence of the childminder's suitability.
- The inspector took account of the written and verbal feedback of parents.

Inspector

Susan Hopper

Full report

Information about the setting

The childminder registered in 1994. She lives with her husband and one child. They live near to Huyton town centre in Knowsley, Merseyside, close to shops, transport links and schools. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed garden available for outdoor play. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll. Of these, four are within the early years age range. The childminding service operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the local childminding network and she has a relevant qualification 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:

- strengthen opportunities for younger children to explore more spontaneously, for example, by placing some resources and activities on the floor
- extend and enhance the opportunities to engage younger children in language activities, for example, by offering running commentaries during activities, and repeating words and sounds to help them make connections.

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 share information about learning that occurs at home, to support the childminder in meeting children's learning and development needs. 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 promote 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 most of the children to make their own choices and become active learners. This supports independence, personal, social and emotional development. However, resources and activities are not always accessible to younger children as they are sometimes placed out of reach. For example,

the sand tray is raised off the ground which means that younger children cannot reach without support. The childminder uses effective questioning, demonstrations and communication to support older children's learning and development during their play. However, the childminder does not always engage younger children in language activities by, for instance, offering running commentaries about what is going on around them. This means they have fewer opportunities to practise and develop their communication skills. The childminder gives children time to explore and experiment during their play, to build on prior learning, while providing a range of activities. For example, when engaged in painting activities, children experiment with colours, textures, brushes and rollers.

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, words and numbers as well as writing their name and counting. Children have access to outdoor activities on a daily basis and are involved in hunting for mini beasts, furthering their understanding of the living world. The childminder regularly takes the children to local garden centres and wooded areas, as well as other places of interest, further enhancing 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 good information from parents about their child's needs. As a result, children are happy, settled and develop secure attachments. Children enjoy close contact with the childminder and she responds to them positively. They are encouraged to participate in care routines to develop their understanding and independence. For example, children find and put on their coats when it is time to go outside. Discussions take place about why this is necessary, developing children's understanding of keeping themselves healthy and warm. Children have access to drinking water throughout the day and healthy snacks and meals are provided.

The childminder is a good role model, ensuring that children are developing an understanding of respect and good manners through daily routines and by their behaviour. She gives clear indications as to how children are expected to behave, for example, by praising their good work and thanking them for helping to prepare activities. The childminder follows established hygiene routines and talks to the children about these. For example, she discusses the importance of washing their hands after using the toilet and before eating meals and snacks. Children participate in regular fire drills, which help them to understand how to keep themselves safe in an emergency. They enjoy playing outdoors where they have good opportunities to develop their physical skills.

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 paperwork, such as, children's information and a record of their attendance. Policies and procedures are robust and shared with parents. Risk assessments for the home, garden and outings are in place and the childminder completes daily opening checks to ensure that the children are safe at all times. The childminder supervises the children well and takes effective safety precautions, such as, using gates across stairways. 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. The childminder 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. Learning journals are shared with parents, who are encouraged to include their own comments and observations. The childminder regularly meets with staff at local schools to share information and ensure that activities in the setting are linked to the children's studies in school. For example, the childminder has adopted the handwriting scheme used in school so that the children can become familiar with it in preparation for the next steps in their education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	312982
Local authority	Knowsley
Inspection number	868119
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	16/06/2009
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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