

Inspection date

27/08/2014

Previous inspection date

09/02/2009

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

- The childminder's teaching skills are very good. She is highly qualified, experienced and models her good practice to enable her assistants to develop their good skills further.
- The childminder completes regular and precise assessments of children's development and uses these to plan effectively for children's next steps.
- The childminder helps children form secure attachments and promotes their well-being. She promotes children's understanding of positive behaviour well.
- The childminder builds strong relationships with the parents and shares information regularly to keep them fully informed about their children's progress.
- Children are well protected because the childminder and assistants have a good understanding of the safeguarding and welfare requirements, which are implemented effectively in daily practice.

It is not yet outstanding because

- On occasions, the grouping of children and deployment of assistants does not always maximise learning.
- Children are not always able to access their resources and make their own choices to promote their independence and confidence.

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 setting, noting the environment, resources and displays.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account the views of parents and carers.
- The inspector carried out a meeting with the childminder and looked at and discussed a range of policies and procedures, and documentation and photographs.
- The inspector discussed training and verified that suitability checks have been completed for all required adults.

Inspector

Catherine Hargreaves

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a suburb of Liverpool. The whole ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. There are currently eight children on roll in the early years age group and older siblings may attend during holidays. The childminder works with two assistants. The childminder operates all year round except for four weeks holiday. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- maximise all children's learning by grouping children more effectively according to their stage of development and by making better use of assistants.
- review the storage arrangements of resources to enable children to access appropriate these independently to support their self-confidence.

Inspection judgements

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

Children are happy and enjoy attending the setting because the childminder provides a wide variety of experiences that capture their imagination. The childminder knows the children in her care very well as she seeks information from parents when children begin at her setting. This information is used as part of the childminder's initial assessments of the children to enable her to identify their starting points and from which to measure their progress. The childminder and her assistants make regular observations of the children and track their progress across all areas of learning. She uses the information from these observations well to identify children's next steps for their learning. Consequently, children make consistently good progress and develop their skills in readiness for school. The childminder regularly shares information with parents about their child's development through a variety of means such as, discussions at the end of the day and by using a new online system. Parents express how much they appreciate receiving information about their child's activities and development electronically. This often enables parents to see what their child has done before they collect their child at the end of the day. Parents are encouraged to add their own observations of their children's development and provide feedback to the childminder. In addition, the childminder completes progress checks for children between the ages of two-and-three years and parents are encouraged to be involved in the process. This ensures continuity of care and learning and identifies

any additional support a child may need.

The childminder supports children's learning very effectively as she has a high level of awareness of child development and teaching techniques. This is because she recently attained a level 6 qualification and Early Years Teacher status. The childminder uses highly skilled techniques learned from the 'Talking Tots' programme. She asks children appropriate questions to extend learning and gives children time to think and respond in their own words. This helps children's creative thinking and develops their communication and language skills effectively. The childminder has a range of resources available to support children who speak English as an additional language and visual aids to support children with delayed communication development. This ensures children are very well prepared for school or the next steps in their learning. For example, the childminder reads a favourite story to teach good personal hygiene techniques. She extends children's learning as they explore the contents of a box. Children are encouraged to use their senses as they smell the soap and taste the toothpaste. Older children talk about 'getting rid of smelly germs' demonstrating how they have linked the story to the activity, which demonstrates characteristics of effective learning. However at times, the older children's involvement in joint activities disrupts the learning of the younger children. This is because children are not always grouped appropriately and the childminder does not always ensure that her assistants provide alternative activities to engage older children. This means that the needs of children in the early years group are not always met to a consistently high standard.

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

Children are happy in this nurturing home because of the safe, supportive care they receive. They demonstrate confidence and emotional security in their surroundings because the childminder builds a strong relationship with them through settling-in visits with parents when they start. She gathers purposeful information from parents about their child's needs and routines and uses this information well as part of an individual care plan for each child. She maintains a consistent routine in her setting so that children become familiar with this and know what is going to happen and when. As a result, children quickly develop a strong sense of belonging and form positive bonds with the childminder and her assistants. Relationships strengthen as children enjoy the social interaction and support they receive through planned activities. Children behave well because they receive positive praise and encouragement and the childminder is quick to remind children of her expectations when required. As a result, children are secure and develop the emotional skills they need for future moves, including school.

Children develop a healthy lifestyle through daily physical exercise and the promotion of healthy eating by the childminder. The childminder ensures children drink plenty of water in hot weather and discusses the use of sun cream in recent hot weather. She provides nutritious meals and considers the dietary requirements of individual children. She discusses healthy eating with children and this helps children learn how to make positive food choices to promote their good health. She helps children to learn about positive hygiene and how to take care of their personal needs. As children grow, they learn to use the toilet and to wash their hands independently, understanding the reason for doing so.

The childminder plans lots of outdoor play at home and off the premises and she keeps children safe from harm by supervising them well at all times. They play with large equipment in the garden, which successfully promotes children's physical skills and introduces them to consider risks in a safe environment.

The childminder has an extensive store of toys, resources and equipment. She uses these well with children by selecting those relevant to the theme, which has been based upon the interests of the children. She discusses how she rotates resources frequently to meet the changing interests and needs of children. However, because resources and equipment are stored out of sight, children have less opportunity to explore resources and expand their own ideas independently. In spite of this, the childminder has adapted her home and added a large raised outdoor area to the rear of the property covered by a gazebo. This encourages children to move freely between the indoors and outdoors, while being protected from the harmful rays of the sun during hotter periods. Children use the lawned garden area, accessed from a few steps, which they learn to use safely. They have the use of a den within the hedge, which enables children to use their imaginations well during their play. However, access to sand and water or wheeled toys, for example, is not continuous as equipment is stored away. The childminder has an extensive range of photographs displayed in a large portfolio, depicting favourite themed days. This shows a very broad range of activities children have been involved in over the last few years. For example, a local miniature zoo was invited to come to the childminder's garden and the children helped incubate chick eggs and were able to watch some hatch. A parent discusses how they were invited to participate in a 'Hawaiian party day'. As children get ready to move into school, the childminder also organises purposeful activities to support their move. Parents comment on how well their child has settled into school as a result of the childminder's efforts.

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

The childminder pays high regard to promoting children's safety and demonstrates a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Her pursuit of excellence is apparent as she has developed her own skills and knowledge to a level 6 qualification. She ensures that her assistants hold training certificates in safeguarding, paediatric first-aid and food safety because she understands the importance of everyone in her setting being responsible. All adults in the home are checked to ensure their suitability. Therefore, children are fully protected. The childminder visually checks the premises and records her findings. This ensures that she identifies any potential risks and takes reasonable steps to minimise hazards to children both inside and outside the house. For example, the childminder has covered the decking with artificial grass as the wood becomes slippery and can also splinter. She supervises children well at all times and ensures that her premises are secure to prevent unauthorised access.

The childminder effectively monitors and reflects on the quality and impact of the activities she and her assistants plan for the children. She consistently monitors children's ongoing learning, which makes certain that any gaps in development are identified and strategies are put in place to narrow any gaps. This ensures that children make good progress, given

their starting points. The childminder has an exceptionally positive attitude towards continuous improvement. Her recent training has identified areas for improvement she would like to develop further. She oversees the work of her assistants and coaches them to develop their understanding and skills. The childminder has identified suitable training courses and regularly reflects upon her own and her assistants' approach to teaching. She discusses how one assistant has completed her level 3 qualification and how she will continue observing and coaching her to work towards meeting her own high standards for the setting. The childminder has an extensive range of information available for her assistants and parents to consult, which keeps them all aware of how she organises her setting and the learning opportunities for children. She reflects on the quality of her setting and uses self-evaluation to identify targets for improvement. She has successfully addressed all of the recommendations from the previous inspection. Parents and children are invited to be involved in the childminder's self-evaluation process.

Parents comment on how happy they are with the service the childminder provides. They regularly share information verbally, so that children's individual care and learning needs are consistently met. Positive written and verbal feedback demonstrates parents' extremely high regard for the childminder and the service she offers. For example, parents' comments included, 'The childminder puts us at ease', 'She has a warm and positive air about her', 'I have great confidence in her ability', 'She, goes the extra mile'. Parents further comment about how their child is already interested in writing, as a result. Parents are very impressed by the online system, as they receive information about their child, often before they collect them. Strong relationships with parents contribute to meeting the needs of children, which ensures children receive the individual support they need. The childminder knows to develop partnerships with other settings who provide shared care, including with schools to complement the learning that takes place and provide children with continuity. She also knows that there may be occasions when she needs to work in partnership with specialised professionals to support children with special educational needs.

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	EY300990
Local authority	Liverpool
Inspection number	856503
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 17
Total number of places	9
Number of children on roll	8
Name of provider	
Date of previous inspection	09/02/2009
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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