

<b>Inspection date</b>	04/09/2014
Previous inspection date	17/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 builds strong relationships with parents from the start, enabling them to work in partnership to support children's well-being. Therefore, children are very happy and settled in the childminder's welcoming and stimulating home.
- The childminder skilfully enhances children's growing imaginations, providing effective support to extend their learning.
- The childminder teaches children strategies that support them in sharing and turn taking, which means that they are developing good social skills.
- The childminder fully understands her role and responsibility in regard to safeguarding and therefore, they are well protected.

#### **It is not yet outstanding because**

- The childminder does not always help children to be fully aware of all the resources that are available to enable them to make further choices in their play.

## 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 looked at a selection of relevant documents. She looked at the childminder's qualifications and checked evidence of the suitability of all adults in the house.
- The inspector took account of the childminder's self-evaluation and written comments from parents.
- The inspector observed activities in the childminder's home and discussed these with the childminder.
- The inspector looked around the areas of the home that are used during childminding hours.

## Inspector

Kellie Lever

## Full report

### Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Mossley Hill, which is a suburb of Liverpool. The childminder uses the whole of the ground floor of the home for childminding, with bathroom facilities on the first floor. There is an enclosed garden for outdoor play. The childminder is currently minding five children, two of whom are in the early years age group. The childminder operates all year round, from 7.45am to 5.30pm, Monday to Friday.

### What the setting needs to do to improve further

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

- enhance opportunities for children to make more choices from the full range of available toys and resources, for example, by making use of photographs and written labels in the play areas.

## Inspection judgements

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

The childminder's spacious and welcoming home environment helps children to feel settled and secure. They are busy and happy and can sometimes be heard singing and talking to themselves as they play, demonstrating how relaxed and content they feel. Teaching is good as the childminder provides a rich learning environment that allows children to access a wide range of toys, resources and activities. Although, some boxes of toys are stored at a low level, most of the equipment is stored inside a cupboard and the childminder has not labelled all items to enable children to make informed choices in what they play with. The childminder fully considers children's interests, preferences and learning needs when planning activities and organising resources. She is fully involved with children as they play, which supports their language and communication skills well. The childminder is calm in her approach and shows that she is listening to children through her responses. She is skilful in supporting children to think things through and problem solve as she encourages them to find hidden objects in a seek and find book while giving them clues. For example, she explains to the children they need to find a brush. She uses open-ended questions and gave clues to the children as to where this might be. Children show delight and are praised when they find a sweeping brush.

The childminder provides a very good narrative to support children's developing communication and language. She introduces new words and asks questions to help children respond with their own ideas. Consequently, children express themselves confidently. The childminder encourages children to use their own imaginations in their creative activities. She provides a wide range of resources, such as paints, scissors, glue

sticks and paper for children to use freely to create their own designs. These activities support children's early mark making and help them to develop the skills for writing in preparation for school. Children develop physical skills as they use scissors to cut paper to attach to a bottle as they make a space rocket. Younger children are supervised and support is given if it is needed, while older children use the scissors confidently. Children laugh and giggle as they used their imaginations to identify where the door will go on the space rocket and what colour paper is needed for the flames. Children engaged in role play as they wear hard hats and use hammers and drills and find things that need repairing in the garden. The childminder makes good use of the local community to broaden children's learning experiences. For example, they visit local parks and playing fields where they build dens and climb trees. The childminder takes children to the local children's centre and to singing sessions. These activities enable more opportunities for the children to develop their social skills and language acquisition.

The childminder uses an electronic programme for observations, planning and assessing and effectively plans for their next steps in learning. Parents can see their written observations of children and photographs of them enjoying different activities. Through this system, parents have easy access to their children's development tracker and can contribute to their child's learning. The childminder can confidently describe how children are making good progress in relation to their starting points. She uses information to help her complete the required progress check for children between the ages of two and three years. Parents receive daily information about events, routines and the activities children have enjoyed. As a result, all children are making good progress towards their early learning goals.

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

The childminder has very good relationships with the children. She works extremely well with parents to support their children's well-being and engages them in their children's learning and development. The childminder has flexible settling-in sessions, enabling children to settle in gradually. As a result, children are happy and feel safe in the childminder's home. This is because the childminder has a very good understanding of their individual needs and routines and follows these at all times. This means that children feel secure and quickly make progress, gain independence and confidence. Children have strong bonds with the childminder and her family. They feel welcome in her home and feel a strong sense of belonging, which helps them to make the move from home to the childminder's home with ease.

Children behave well due to the consistent expectations and boundaries that the childminder uses. They receive lots of praise and encouragement from the childminder to reinforce their positive actions. She teaches children strategies to help them to play well with others. She reminds children and plans activities to encourage children how they can share fairly, which helps them to resolve issues for themselves. Therefore, they learn the skills to help them to develop good relationships with others. The childminder dedicates the whole of the lower ground floor of her home to childminding. This means that children have ample space in which to play freely. All areas are well maintained and welcoming for children.

The childminder supports children's safety and welfare very well. She makes good use of risk assessments to help ensure that all areas are safe and secure at all times. This means that children can move about freely, in safety, with appropriate levels of supervision. The childminder talks to children about safety as they use tools and equipment. She reminds children to tidy toys off the floor, so they do not trip over, helping them to keep themselves safe. Positive practices followed by the childminder and children help to promote their health. The childminder reminds children to follow good hand hygiene routines by washing their hands after playing in the garden, using the toilet and before they eat. Consequently, this supports children to manage their personal hygiene and develop the self-care skills for their next stage in learning. The childminder offers children healthy snacks and meals according to their individual dietary needs and routines. This helps to encourage children to value a healthy lifestyle.

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

The childminder has a good knowledge of the learning and development and the requirements of the Early Years Foundation Stage. She implements written policies and procedures to support her practice to safeguard children. The childminder demonstrates a good knowledge and understanding of how to keep children safe from harm and knows how to recognise and report any child-protection concerns. She holds an appropriate first-aid qualification and understands how to manage minor accidents and injuries to children efficiently. The childminder has all required records and documentation in place and makes effective use of risk assessment to minimise accidents within her home and outside. As a result, children's safety is assured.

The childminder has good relationships with the parents. They have daily chats with the childminder at the beginning and end of the day to share news. The childminder understands the need to communicate with other professionals involved in the care and learning of the children, to maintain continuity of care. She has a professional relationship with the local school, which helps children to move confidently between the settings. Parents speak positively of the childminder and the care she provides. They are very happy with the care their children receive; they comment that their children 'have an amazing relationship with the childminder, they feel safe, loved and they are ready to learn new skills each day'.

The childminder uses self-evaluation effectively to drive improvement. Since her last inspection, she has prioritised developing her own skills and knowledge to improve her practices. She has attended many training courses and attends regular cluster meetings. This has led to improvements in the outcomes for children's learning and welfare. The childminder effectively plans for individual children's next steps in learning based on her observations and assessments. The childminder frequently evaluates her practice and has regular chats with parents and children to help her to continue to identify and address areas for future improvement.

### **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

<b>Unique reference number</b>	322314
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	872144
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/01/2011
<b>Telephone number</b>	

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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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