

Inspection date	05/09/2014
Previous inspection date	31/03/2009

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 good relationships with the childminder and with each other because she supports their self-esteem and promotes positive behaviour well. They are confident, settled and happy in her care.
- The childminder's quality of teaching is good because she is skillful in supporting children's emerging language and communication skills, which helps them to become confident and motivated learners.
- The childminder understands the importance of developing successful partnerships with parents. As a result, parents share what they know about their children and parents are kept well informed about their children's ongoing progress.
- The childminder is organised and shows a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She understands the procedure to follow in the event of a concern about a child and regularly updates her knowledge.

It is not yet outstanding because

- The childminder does not always make full use of opportunities during activities to promote younger children's growing independence.
- The childminder has not fully considered how information from parents about children's abilities on entry to the setting, can be used more effectively to accurately identify children's starting points.

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 children playing in the ground floor rooms and outdoor play area.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector and the childminder discussed the activities children completed during the inspection.
- The inspector discussed the childminder's observation, assessment and the tracking process to monitor children's progress.
- The inspector took account of the views made by parents of the children attending the setting.
- The inspector checked evidence of suitability and qualifications of the childminder and other adults living in the home.

Inspector

Rachel Deputy

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Croxteth, Liverpool and uses the whole of the ground floor and the rear garden for childminding. The family has two dogs and two tortoises as pets. The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, two of whom are in the early years age group who attend for a variety of sessions and three are school-aged children who attend before and after school. She is open all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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 younger children's learning and growing independence by providing more resources and activities that enable them to learn to do things for themselves
- extend the wide range of information gathered about children on entry by asking parents to identify what they know their children can already do, in order to swiftly plan to help each child make even more progress.

Inspection judgements

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

The childminder makes informative observations of children's learning in order to track their progress and plan for the next steps in their development. The childminder uses her observations well to inform her planning, meaning activities are closely matched to children's individual needs. Children have many opportunities to play, explore and experiment as they enjoy an effective balance of adult-led and child-initiated play. As a result, children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of their learning. Records of observations, along with photographs of the children enjoying various activities, are recorded in individual learning files. These are shared with parents regularly to demonstrate the progress children make while in her care. In addition, regular progress checks and summative assessments, including the progress check for children aged between two and three years, further allow the childminder to closely monitor children's progress and plan the next steps in their development.

The childminder uses good teaching techniques to support and challenge children's growing communication skills. She interacts well with them during their play asking them relevant questions to encourage them think. Children's vocabulary is wide and the childminder supports this further as she introduces new words throughout their play. For example, children cuddle up to the childminder as they share books and attentively listen to stories as she reads to them. The childminder uses mathematical language to extend children's learning as they play with building blocks, small world animals and shape sorters. For example, the childminder encourages children to compare sizes of animals, asking which one is the biggest. She skilfully introduces new vocabulary as she talks to the children about how tall the giraffe is and draws their attention to its long neck. She repeats the words 'tall' and 'long' as often as possible, using the small world toys to demonstrate the meaning of the words. This successfully supports children to grasp the concept of new vocabulary in its proper context. These positive learning experiences support children well in developing the skills they need in preparation for starting school. The childminder plans regular creative activities using a good range of equipment and materials. For example, children are able to paint and develop their creativity with various items. They use potatoes to print and enjoy exploring the paint using their senses as they run their fingers through it. This also supports children's physical development as they learn to use tools and make marks.

The childminder has good relationships with parents, resulting in effective communication and information sharing. Consequently, this encourages them to become engaged fully in their children's learning and development. For example, the childminder informs parents of their children's care and routines each day. However, she has not fully considered how information from parents about children's abilities on entry to the setting, can provide further opportunities to more clearly demonstrate children's good progress from their starting points. Parents' views recorded in letters and in children's learning records, express their happiness with the 'excellent' care provided for their children.

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

Children have a trusting and caring relationship with the childminder, who is warm and friendly, promoting a sense of emotional security. The childminder obtains useful information from parents about children's care needs before they start at the setting. This means that she is able to tailor the settling-in process to meet each of the child's individual needs and parents' wishes. Consequently, this supports children's well-being as they move between home and the childminder's home. The childminder understands the importance of supporting children's move into other early years settings, such as the reception class in school. For example, the childminder takes children to the local children's centre and playgroups, which provides them with opportunities to socialise with other adults and children.

The childminder supports children to understand how to keep themselves safe. For example, when children run through the woodland area, she reminds them to look out for nettles and thorns that may sting them. Children listen well to the childminder and recognise the potential danger when this is explained to them. In the garden, they follow the childminder's request to stay away from the step whilst riding on toys, which keeps

them safe and develops their understanding of how to assess and manage risks. The childminder supports most children to be independent and take care of the environment. For example, children help to tidy away the toys when they have finished using them. Children behave very well at the setting because the childminder offers the children lots of positive praise. This helps them to understand what is expected of them and builds their self-esteem. Toys and resources are mostly available at children's height so they can choose what they want to play with.

The childminder helps children learn how to adopt a healthy lifestyle. She promotes good hygiene and uses some appropriate methods that enable older children to independently take care of their self-care needs. For example, each child has their own hand towel which is unique in colour so that children can recognise which one belongs to them. They wash their hands before eating and dry their hands on individual hand towels, which minimises the risk of cross infection. However, there are some occasions where the childminder is not as effective in promoting the independence of younger children. For example, at breakfast times, she spoon feeds older babies and does not give them opportunities to hold and use the spoon for themselves. Consequently, babies' self-care skills are not as effectively promoted. The childminder operates a healthy eating policy, freshly prepared and well balanced meals are on offer, along with healthy snacks. This ensures children are well nourished and are learning how to make healthy choices. Children have plenty of exercise and fresh air because they regularly visit the park and enjoy walking in the woodland area next to the childminder's home.

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

The childminder understands how to keep children safe and her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Risk assessments cover all areas of the childminder's home and any outings the children are taken on, ensuring children's safety and security. The childminder has a firm understanding of the procedures to follow if she has concerns about a child. She is proactive in keeping her safeguarding knowledge up to date through accessing regular training. This helps to ensure the correct procedures are followed. The childminder is well organised and thorough in her record keeping. All of the legally required policies, procedures and records are in place.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She monitors children's development well to ensure that they make good progress in all seven areas of learning. For example, she tracks the children according to the early years outcomes, showing the good progress that children make during their time in her care.

The childminder has very good partnerships with parents. Through sharing children's learning files, regular meetings and daily feedback, parents are informed about their children's day and their progress. In addition, parents are fully aware of the service as they are encouraged to read all policies and procedures. This effectively contributes to

promoting continuity in children's care and development. The childminder is fully aware of the benefits of working with other settings involved in children's learning, such as school and other childcare settings. She knows how important it is to work in partnership with other professionals or external agencies, such as health visitors. Therefore, she is able to gain professional help and intervention for children and their families should they need it.

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	EY103176
Local authority	Liverpool
Inspection number	869618
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	31/03/2009
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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