

Inspection date	12/09/2014
Previous inspection date	22/06/2011

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 are progressing well because the childminder is knowledgeable about how children learn and teaching is good. She provides children with exciting and challenging play, which covers all areas of learning.
- Children settle well and enjoy their time in the childminder's care. They feel safe and build strong attachments, which promotes their well-being and confidence.
- Children are effectively safeguarded as the childminder has a strong knowledge of child protection and has effective policies to support her practice. Good attention is given to keeping the premises safe and secure and positive steps are taken to minimise risks to children.

It is not yet outstanding because

- The childminder does not always maximise opportunities to encourage parental involvement in their children's learning and development, so they are able to share what they know about their child's progress at home.
- The childminder has not yet fully developed the self-evaluation process to include the views of parents to help identify areas for improvement.

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 the childminder caring for and playing with the children.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector sampled children's progress records and a range of documentation, including the safeguarding policy and procedures, accident and medication records.
- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector took account of parent's views and of the provider's self-evaluation.

Inspector

Karen Cox

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Mossley Hill area of Liverpool. The whole of the ground floor, with the exception of the front lounge, is used for childminding purposes. There is a fully enclosed garden available for outdoor play. The childminder has two cats, a rabbit and two frogs as pets. There are currently five children on roll, all of whom are in the early years age range. The childminder has a BA Honours degree in development, learning and support of young children. The childminding provision operates all year round from 7.30am to 5.30pm Monday to Friday, except bank holidays and family holidays. The children are taken out regularly to toddler groups, parks and other places of interest. The childminder is part of the local childminding network and receives support from the local authority.

What the setting needs to do to improve further

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

- Increase the opportunities for all parents to share information in relation to their child's learning at home, to inform future planning and fully extend children's learning
- Develop the process of self-evaluation, to include the views of parents to support continuous improvement even further.

Inspection judgements

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

The childminder is a knowledgeable and enthusiastic practitioner. She demonstrates a good understanding of the learning and development requirements and of how children learn. As a result, children are engaged and motivated in their play. Children make good progress in their learning because of effective procedures for monitoring their development towards the early learning goals and effective teaching. The childminder recognises her role in teaching children and the teaching is good. Throughout children's play, she supports their learning by modelling; explaining what is happening, making suggestions and praising children for their efforts. As a result, children are supported well to develop the skills required for the next stage in their learning. Children's development is effectively documented in learning records through a selection of photographs, observations and links to the seven areas of learning, and details how the childminder will support children in achieving their goals. Children's progress is carefully monitored to help them make the best progress from their starting points. The childminder is fully aware of the need to complete the progress checks for children between the ages of two- and

three-years. Through timely and accurate observations, the childminder assesses what children are able to do. From this detailed information, she plans activities on a weekly basis, which ensures children continue making good progress in all areas of their learning.

The childminder effectively supports children's acquisition of communication and language skills. She repeats words the children use, introduces new words as they play and extends sentences to develop children's vocabulary further. The children recall a favourite story about a scarecrow and enjoy a wealth of activities centred on the characters from the book. For example, they have made a scarecrow using clothes that they have filled with straw and practise their mark making skills as they make a face for the scarecrow using paper plates and coloured crayons. The childminder extends this learning even further, providing opportunities for children to develop their hand and eye coordination, as they thread pasta to make necklaces for the scarecrow to wear. These challenging and engaging activities support children in making good progress across all areas of learning. Nappy changing routines offer the opportunity for close eye contact and conversation to take place. As a result, children's language is developing well. The childminder talks to children while they play and provides a running commentary during activities and routines. This gives meaning to what children are doing and reinforces their learning. She models self-talking as she describes what she is doing, such as, 'I'm going into the kitchen and then I'm going to make your snack'. This helps children to link actions with words and to develop their understanding of sequences and routines. Mathematical development is continually promoted as the childminder talks to children about numbers and encourages them to count as they play. Children learn how to behave in social situations and how to play alongside others. For example, play sessions at local toddler groups and outings to places of interest in the community; provide opportunities for them to develop their confidence and form relationships. These good skills will help to prepare them well for the next stage in their learning and their eventual moves to nursery or school.

The childminder understands the importance of working in partnership with parents to support children's learning. She shares information with parents on a daily basis, speaking to them about what the children have been doing during the day and sharing photographs of children engaged in activities. The childminder shares children's learning records and assessment information with parents. However, there are fewer opportunities for parents to be able to share what they know about their child's progress at home, in order to promote a two-way flow of information that contributes to children's continued progress in their learning.

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

Children have formed strong attachments with the childminder and have a good sense of well-being. They are happy, confident and engaged in their play. This is because the childminder has a warm and friendly manner and takes time to find out about children's needs and interests, listening carefully to their ideas and suggestions. As a result, children are confident, have good self-esteem and have developed a strong sense of belonging. The childminder supports children to socialise with others by attending regular sessions at different groups and meeting with other childminders on a regular basis. As a result, children are gaining skills and social confidence, which will support them in the transition

to school.

Children's good health is given a high priority as the childminder ensures her home is safe, secure, clean and suitable for young children. She continually ensures that risks to children are minimised. She undertakes regular risk assessments to ensure safety of the premises at all times. This means that children are able to play in a safe and secure environment. Children are knowledgeable regarding safety, particularly in the event of a fire, as they regularly practice fire drills. Her good practice also helps children to learn about keeping themselves healthy and they know they need to wash their hands frequently, especially after outdoor play and before mealtimes. The childminder acts as a good role model by providing nutritious snacks and ensuring children drink plenty of water throughout the day. This helps children to begin to understand about healthy diets and develop good habits for the future. Children enjoy plenty of opportunities for physical exercise and have regular access to fresh air, taking walks in their local area, as they discover their community and helping the childminder to look after the family rabbit.

The childminder provides a stimulating and well-resourced environment both in her home and in the garden. Toys are of a high quality and have good links to the seven areas of learning including resources and pictures to promote children's understanding of different cultures and the world around them. Children are able to choose their own activities and never tire of exploring and investigating as a result, children behave well because they are engaged and motivated in positive activities throughout the day. Children help the childminder tidy away resources before coming to the table for snack time. As a result, children are beginning to understand rules of the setting and are becoming familiar with daily routines.

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

The childminder has a thorough understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of the procedure to follow if she has any safeguarding concerns and has a detailed policy, which underpins her procedures, including the safe use of mobile phones and cameras in the setting, and who to contact if she has a safeguarding concern. The childminder has attended relevant training, including safeguarding, first aid, fire safety and food hygiene. As a result, children are effectively safeguarded.

The childminder monitors the effectiveness of the educational programmes and methods of assessment used, to ensure that any gaps in learning are effectively identified and addressed. Documentation is well organised and readily available for inspection the childminder is beginning to develop self-evaluation of practice, and has successfully identified areas of strength and priorities for improvement. However, self-evaluation has not fully evolved to include the views of parents to further support the identification of areas for improvement.

The childminder has developed generally good relationships with parents. She communicates with parents verbally and through the use of daily diaries, sharing

information about children's care routines and the activities they have enjoyed while in her care. The childminder recognises that this could be improved even further too fully promote children's learning and development. Written comments from parents state that they are happy with the service the childminder provides. The childminder understands her role to work in partnership with other providers and schools, to ensure continuity for the children in their care learning and play. Consequently, children are building a firm foundation for their future learning.

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	322264
Local authority	Liverpool
Inspection number	872142
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	22/06/2011
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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