

Inspection date	18/09/2014
Previous inspection date	12/02/2009

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		1
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 extremely happy, confident and self-assured in this very homely and highly stimulating environment. They have strong relationships with the childminder, who is very caring and attentive to their needs. This enables children to explore their environment with confidence because their independence skills and emotional well-being are supported exceptionally well.
- Teaching is good and sometimes outstanding. The childminder provides a very good range of activities that stimulate and engage children in their play very well. Consequently, children are highly motivated to explore, learn and develop. Therefore, they make very good progress in relation to their starting points.
- Children are well protected because the childminder has a good understanding of the safeguarding and welfare requirements, which she implements effectively in her daily practice.
- The childminder establishes very good partnerships with parents that fully benefit the children's welfare, learning and development.

It is not yet outstanding because

- The childminder has not fully developed her understanding of how to work with external agencies to provide timely and targeted interventions for children with additional needs.

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 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children in a house in Aigburth, Liverpool. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two cats as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently eight children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates term time only, from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays. She is a member of 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:

- enhance your understanding of how to work with, and make referrals to, external agencies in order to secure timely interventions for children who have special educational needs and/or disabilities.

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. She uses her observations well to inform her planning, so that 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, which enables them to continue to support their children's learning at home. 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. Where assessments of children's starting points indicate that they may not be within the typical range of development for their age, the childminder plans effectively to target areas for improvement and close some gaps in learning. At times, the childminder works in partnership with other professionals and external agencies although referrals and interventions are not always as timely and targeted as possible to fully support children with additional needs.

The childminder uses good teaching techniques. She demonstrates an outstanding ability to support and challenge children's growing communication skills. She interacts very well with them during their play, asking them relevant questions to encourage them to think. Consequently, children's vocabulary is wide and the childminder supports this further as she introduces new words throughout their play. For example, children find a spider in the garden and they sing nursery rhymes about spiders as they watch it crawl away. The childminder talks to the children about the spider, using mathematical language to extend children's learning as they count its legs. The childminder then builds on this learning further by providing the children with puppets of spiders to play with and encouraging them to draw its round body and long legs on the blackboard outside. She repeats the words round 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 first hand activities, using a good range of equipment and materials. For example, children are able to play with sand and water and develop their creativity with various items, such as large chunky chinks and paint brushes. They use pieces of guttering and jugs to change the flow of water in the garden and enjoy exploring the sand using their senses as they run their fingers through it. This supports children's physical development, as they learn to use tools and make marks. In addition, children display the characteristics of effective learning as they think critically about how they can adjust the guttering to make the water flow faster.

The childminder has very good relationships with parents, resulting in effective communication and information sharing. Consequently, this encourages them to become fully engaged in their children's learning and development. For example, the childminder informs parents when their children learn a new skill, such as counting to five. She fully considers how information from parents about children's abilities on entry to the setting, can provide further opportunities to 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 wonderful care provided for their children.

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

Children are extremely confident and happy in the childminder's home. They demonstrate that they feel safe and secure with the childminder by seeking reassurance from her when visitors arrive. The main playroom for the children is a vibrant learning environment, which is rich in print and natural resources, supporting children's early literacy skills and their understanding of the world. Resources are stored so that they are easily accessible, with words and labels on each box, so that children are able to make independent choices about what they want to play with. Children thoroughly enjoy lots of time outdoors. The childminder has developed her environment using the garden as an extension of the playrooms, ensuring children actively benefit from plenty of fresh air, while maintaining their safety at all times. Opportunities to further enhance children's very good progress are also explored outside. For example, the childminder has fully enhanced the outdoor

provision so that children have further opportunities to access print and image and continue to make marks. Consequently, children's learning across all seven areas of learning is consistent. Children receive clear and consistent explanations about including others in their play and are encouraged to share, take turns and be considerate towards others. For example, when other children want the same toy as them, they go to find another one and bring it to their friend so that they can play together. Children enjoy lots of praise and encouragement from the childminder. This helps to boost children's confidence and self-esteem. Parents comment that the wonderful support she gives them as a family is one of her strengths. They particularly mention how quickly their children settle and love going to the childminder's home. Children's behaviour is outstanding because the childminder is highly successful in valuing every child's contribution. She provides an exemplary role model. Therefore, children learn to be extremely positive and understand each other's differences. The childminder is highly skilled in promoting children's emotional development. This prepares children exceptionally well for moving on to other providers or school.

The childminder helps children to form extremely secure attachments. She offers settling-in visits for children, which ensure that they become familiar with the setting and give the childminder time to find out about children's interests and routines. Information is exchanged with parents about children's individual care needs to ensure that these are effectively met and that care is consistent. The childminder ensures children enjoy individual attention and relaxing routines through the day, if they need to rest or sleep. As a result, children are very settled and emotionally secure. For example, when they are not feeling well, they snuggle into the childminder after lunch and quickly fall asleep. Partnerships with parents, carers and other settings that children attend are excellent. The childminder is proactive in ensuring they are fully involved in the care and well-being offered to children.

Children play in a safe and secure environment and are developing an excellent understanding of how to keep themselves safe. For example, they learn how to climb safely up the steps to the slide in the garden and negotiate different levels, such as small steps. Healthy lifestyles are fully promoted and children develop a thorough knowledge of how a healthy diet and exercise promotes their overall health and well-being. The childminder provides them with healthy snacks and drinks and encourages them to try healthy options at mealtimes. She highlights the importance of physical exercise, such as walks in the woods and regular visits to parks and nature reserves. Daily routines support children in developing their self-care skills. For example, they choose their own fruit at snack time and access their own drinks when they are thirsty. Excellent hygiene practices are in place at all times and the childminder makes hand washing routines fun by singing songs with the children. The childminder demonstrates that she is able to recognise learning opportunities in everyday activities, by talking to children about the germs on their hands. These well-established routines help children to become independent in self-care routines to prepare them for the move to school.

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 age-related outcomes, showing the good progress that children make during their time in her care. Where gaps in children's learning are identified, the childminder plans appropriate and challenging activities to improve some outcomes for children. While the childminder supports children with additional needs, she has not attended up-to-date training to further enhance this area of her practice. Therefore, she is not as skilled in gaining professional help and intervention for children and their families, should they need it.

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. This effectively contributes to promoting continuity in children's care and development.

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	EY365891
Local authority	Liverpool
Inspection number	857770
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	12/02/2009
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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