

<b>Inspection date</b>	26/09/2014
Previous inspection date	21/04/2009

<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**

- 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.
- Teaching is good and sometimes outstanding. The childminder is particularly skilful in supporting children's emerging language and communication skills, which helps them to become confident and motivated learners.
- 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 understands the importance of developing successful partnerships with parents. As a result, parents share what they know about their children. They are kept well informed about their children's ongoing progress.

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

- Children have fewer opportunities in the outdoor environment to build on their awareness of print and numbers.

## 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.
- 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 of parents.
- 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 1998 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 house in Broadgreen, Liverpool. The whole of the ground floor, a bathroom upstairs and the rear garden are used for childminding. The family has a pet cat. The childminder attends a childminders' 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 three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She provides care 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:

- extend and build on children's emerging literacy skills, for example, by providing a rich range of play opportunities in the outdoor area, which fosters children's awareness of print and numbers.

## 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 and development. She uses her observations well to inform her planning, this means that activities are closely matched to children's individual needs. Children have many opportunities to play, explore and experiment as the childminder ensures 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 enable them to continue to support their children's learning at home. In addition, regular progress checks and summative assessments, further allow the childminder to closely monitor children's progress.

The childminder uses good teaching techniques. She demonstrates an outstanding ability to support and challenge children's growing communication skills. The childminder interacts very well with children during their play, asking them relevant questions to encourage them to think. Consequently, children are making exceptional progress in this area of their development. The childminder supports this further as she introduces new words throughout their play. For example, children enjoy examining a tray of autumnal items that they have gathered on their trip to the woods. The childminder talks to the children about the items, using mathematical language to extend their learning as they

compare the different shapes and sizes of the conkers, which they have found. The childminder builds on this further by encouraging the children to talk about the texture of the items, which they have brought back with them. As children notice the 'rough' texture of some items, the childminder encourages them to make comparisons, asking if they can find a 'smooth' item. She repeats the words 'rough' and 'smooth' as often as possible, using the natural resources to demonstrate the meaning of the words. This successfully supports children to grasp the concept of new vocabulary in its proper context. The childminder extends children's learning even further as she encourages them to use recall. They confidently show the inspector an acorn that has teeth marks in it, explaining that, 'A squirrel has nibbled it'. 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. Children are able to paint and develop their creativity with various items. They use cotton reels and corks 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 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 climbing steps to the slide at the local play area. She fully considers how information from parents about children's abilities on entry to the setting, can provide further opportunities to clearly demonstrate their 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 child.

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

Children are confident and happy in the childminder's home. They demonstrate that they feel safe and emotionally secure with the childminder as they confidently introduce themselves to visitors. The childminder encourages new children to have settling-in visits and she spends time talking to parents about their child's development, likes and dislikes and any specific needs they have. Consequently, the childminder has a good understanding of children's unique needs and they settle quickly. 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 main playroom for the children is a strong learning environment with an abundance of natural resources, supporting their understanding of the world and igniting their curiosity. Resources are stored, so they are easily accessible, therefore, children are able to make independent choices about what they want to play with. Children enjoy playing outside in the fresh air as often as possible. For example, the childminder frequently takes children to a nearby park, which offers climbing frames, slides and balancing equipment. These activities allow children to take age-appropriate risks, so they are challenged in their play

and learn to persist in developing their physical skills. However, children have fewer opportunities to experience a richer environment outdoors. For example, print and numbers are not displayed in the outdoors to encourage early literacy skills or promote children's recognition of numerals.

Children play in a safe and secure environment and they are developing an excellent understanding of how to keep themselves safe. For example, they learn to hold onto the handrail when using the stairs. Healthy lifestyles are fully promoted. Also, children develop a good knowledge of how a healthy diet and exercise promotes their overall good 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. Effective 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. Children's behaviour is very good because the childminder is highly successful in valuing every child's contribution. She provides a positive role model. Therefore, children learn to be tolerant and understand each other's differences.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, she protects children from possible harm or abuse. Risk assessments cover all areas of the childminder's home and any outings the children are taken on, ensuring their 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 is reflective and continues to develop her practice. The childminder has recently attended training to improve her understanding of how to complete the progress check for children aged between two and three years. 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 they make towards the early learning goals.

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	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	313038
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	868124
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/04/2009
<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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