

<b>Inspection date</b>	07/10/2014
Previous inspection date	22/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder has good knowledge of how children learn and develop. She has implemented effective systems for observation, planning and assessment to ensure children are making good progress.
- The childminder develops good relationships with the children in her care. Children settle quickly into the setting as the childminder records a range of information from parents to ensure children's needs are met.
- The childminder is fully committed to developing her practice. She regularly undertakes training courses and obtains the views of both parents and children to evaluate her setting and effectively identify areas for improvement.
- Children are safe while attending the setting. The childminder has a high level of awareness of safeguarding and comprehensive policies are in place to protect children.

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

- The childminder sometimes provides a limited range of resources for focused craft activities. As a result, children have less opportunities to make independent choices and fully explore their own creative ideas.
- On occasions younger children cannot select their chosen resources independently because some of these are not easily accessible.

## 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 took a tour of the areas used for childminding and observed activities in the indoor and outdoor area.
- The inspector took into account views of parents spoken to during the inspection, and the views of parents and children recorded on questionnaires.
- The inspector conducted a joint observation with the childminder and reviewed evidence of observations, planning, tracking and assessments.
- The inspector reviewed evidence of the suitability of the childminder and other adults living in the setting.
- The inspector spoke with the childminder at appropriate times during the inspection and reviewed qualification certificates and a sample of policies and procedures.

## Inspector

Lauren Grocott

## Full report

### Information about the setting

The childminder was registered in 2009. She lives with her husband and four children in the Heswall area of Wirral. The family have two pet hamsters. The whole of the ground floor and the bathroom on the first floor is used for childminding. The ground floor is accessible. There is a fully enclosed outdoor play area to the rear of the property. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has 11 children on roll, of whom seven are in the early years age range. Children attend for a variety of sessions. The childminder provides care from 8am until 6pm all year round except family and bank holidays. The childminder is a member of the 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:

- provide even more resources for children during focused craft activities to enhance their independence and develop their own creative ideas
- promote young children's independence even further by ensuring they can access all resources stored at their level to make their own selections.

## Inspection judgements

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

The childminder has a good understanding of how children learn and as a result the quality of teaching is good. Children are engaged and enthusiastic as the childminder plans interesting activities to support their next steps. For example, they go on outings to the local park or woods, use computer programmes and access a wide range of resources in the indoor area. Children are keen to try and continue activities as the childminder uses different teaching strategies to maintain their interest. She asks good quality questions in order to encourage children to think about what is happening, and allows them time to think and respond. This helps them to develop the skills that prepare them for their next steps in learning or a move to school. Children have access to waterproof suits and access the outdoor environment on a daily basis. The childminder has thoughtfully planned the development of the outdoor area. Children have access to large apparatus including a trampoline, materials to make marks with and painting easels. They play with digging equipment, magnifying glasses, sand, water and the newly developed mud kitchen. The indoor environment provides equally good opportunities for children to learn and explore their interests. For example, small world, jigsaws, books and a variety of craft or mark making materials are available. However, during some focused craft activities, a limited range of materials is provided. This means that children have fewer opportunities to

develop their own creative ideas and make independent choices.

The childminder demonstrates high expectations for all children in her care and has a good knowledge of how to access further support should she look after children with special educational needs and/or disabilities. The childminder gathers good quality information from parents about their children's preferences and capabilities. She uses this information to complete a baseline assessment which allows her to effectively track children's progress during their time at her setting. The childminder regularly completes accurate observations of children and uses these to plan activities which help to develop their existing skills and interests. She assesses children each term and shares this information with parents to promote continuity in their next steps for learning. Children's progress is tracked so that interventions can be sought if necessary and the childminder has a good understanding of how to do this. Each day the childminder completes a daily diary for each child which contains details of activities and interests for the day. Parents are encouraged to try activities at home to develop their children's learning further and they are provided with an information pack about how children learn. Consequently, children are making good progress in their learning. The childminder helps them to develop the attitudes and dispositions to prepare them for their next steps in learning or a move to school. She does this by providing experiences which excite them and motivate them to learn. The childminder understands the importance of free play and how children develop their interests. She intervenes with questions or other resources where necessary to provide children with good levels of challenge for their age and stage of development.

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

The childminder has developed close and caring relationships with the children in her care, including those who do not attend consistently. As a result, children feel happy and confident attending the setting. She develops bonds with them quickly through her effective settling-in procedure. The childminder records relevant information from parents about children's preferences, routines and comforters. She offers a number of sessions to families prior to their start date so that both parents and children are able to build relationships with her and feel comfortable at the setting. The childminder supports children's sense of belonging and emotional well-being by displaying photographs of their families on the wall. Children's own art work is also displayed and celebrated. As a result, they delight in their achievements and develop confidence. Children are able to self-register by placing a photograph of themselves on the board. The childminder supports younger children to do this so that all children develop a sense of belonging and self-esteem. The childminder has house rules which set the boundaries for children and remind them of her expectations. Younger children's behaviour is managed consistently and in an appropriate way for their age. Consequently, they behave well and have a clear understanding of the routines and boundaries at the setting.

Children's emotional well-being is clearly supported by the routines of the day. The childminder is attuned to their individual needs and ensures these are met. As care routines are undertaken the childminder reinforces the importance of good hygiene practice by encouraging children to 'wash the germs away' before eating a meal or after going to the toilet. She also role models this for children to further enhance the

importance of cleanliness and how this protects their physical health. The childminder has comprehensive risk assessments in place, which are reviewed regularly. She has a good understanding of individual dietary requirements and displays these in her kitchen to provide foods which maintain children's good health. Accident, existing injury and administration of medicine records are well maintained to further promote children's health and safety.

Children's developing independence is well supported as they are offered a choice of healthy snacks and drinks, as well as a choice of activities. The setting is well resourced and most resources are accessible at children's level to further promote independent choices. The childminder has provided both labels and pictures of resources that are stored in boxes to help children make choices and also support their awareness of letters and numbers. However, there are fewer opportunities to develop younger children's independence as they have to move certain resources to access others. Children are emotionally prepared for their next steps in learning by the childminder. Her procedure for settling children into the setting is purposeful in developing their confidence and relationship with her. In addition, she has developed relationships with the local school as well as other providers where children attend multiple settings. The childminder has effective arrangements in place to support the transitions between settings and share information where relevant. As a result, children's emotional well-being is fostered effectively.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She reflects on her own practice to ensure the educational programmes cover all seven areas of learning and can be adapted to each child's age and stage of development. She effectively monitors children's progress using a tracking sheet and assesses them on a termly basis. The childminder completes an initial assessment, termly progress assessments and also the progress check between the ages two and three years, where relevant. She has arrangements in place to share information with other professionals as appropriate. As a result, she is able to identify areas where children's development is more or less than expected and secure interventions where necessary. This means that children are being well-prepared for their next steps in learning. Equally, the childminder has a high level of awareness of the safeguarding and welfare requirements. She has implemented robust policies to protect children from harm. The childminder's knowledge of safeguarding is very good and her policy includes the use of mobile phones or cameras, and the procedure to follow if an allegation is made against her. She is extremely mindful of children's safety and ensures risk assessments are completed to identify hazards and that these are updated regularly to ensure that safety measures continue to effectively minimise these. The childminder has had appropriate suitability checks completed for all adults living in the setting and records details of anyone who visits the setting.

The childminder has devised positive ways to work in partnership with parents. As previously mentioned, she completes a daily diary for each child to provide information about care routines as well as learning activities. The childminder also gives parents an information pack about the Early Years Foundation Stage and children's learning and development to support their understanding of her assessments. Parents comment they are very happy with the information provided and the amount of progress their children are making. Children benefit from the childminder's good relationships with other providers and the local school. She attends monthly cluster meetings to share ideas and improve her practice. The childminder understands the importance of self-evaluation. She updates a formal self-evaluation document each year. This identifies her priorities to develop her setting further and how she intends to do this. It is evident that the childminder is fully committed to improving her practice. She attends regular training courses and completes wider reading in order to provide better quality experiences for children. As a result of a recent training course, she has refined her process for planning, tracking and assessing children. The childminder ensures she meets all statutory qualification requirements but is also exploring options for additional training courses to enhance her setting and practice. Since her last inspection, the childminder has successfully addressed all previous recommendations. She is motivated and driven to improve in order to provide the best possible care for all children. The childminder has devised systems to take into account the views of parents and children using questionnaires. Consequently, she is continually seeking to improve, and demonstrates capacity to sustain 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>	EY398654
<b>Local authority</b>	Wirral
<b>Inspection number</b>	879333
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/03/2012
<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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