

Inspection date	17/10/2014
Previous inspection date	07/01/2010

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 motivated to learn and interested in what they choose to do because the childminder successfully guides them, stimulating their learning through play. This helps children develop their thinking and understanding.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. She uses this to provide interesting and stimulating activities and outings which develop children's skills and knowledge.
- The childminder builds positive relationships with parents, keeping them well-informed and involved in their children's care and learning.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the daily routine, to ensure children are kept safe.

It is not yet outstanding because

- Children have less exposure to printed words and numerals in the outdoor area, to consolidate their literacy and mathematical learning and extend their knowledge further.
- Children have fewer opportunities in the outdoor environment to build on their natural curiosity and their interest of the living world.

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 activities in the main rooms and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and other records.
- The inspector took account of the childminder's self-evaluation and improvement plan.

Inspector

Paula Kerrigan

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children aged 13 and 15 years in a house in Aigburth, Liverpool. The whole of the downstairs of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The family has a pet cat and two fish. The childminder visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. She operates Monday to Friday, from 8am until 5.30pm, during term time only, except bank holidays and family holidays. There are currently 17 children on roll. The childminder receives early education funding for two-, three- and four year-old children. She is a member of the Professional Association for Childcare and Early Years 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:

- extend the educational programme for literacy and numeracy even further by enhancing the outdoor environment with different types of print, such as signs, posters and labels, so that children can learn about words and numerals as they play and investigate outside
- develop further ways to enable children to learn about the natural world in the outdoor area, for example, by creating opportunities for digging, growing and exploring the natural environment.

Inspection judgements

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

Children make good progress because the childminder has a strong understanding of how children learn and develop. Her knowledge of child development ensures that children are supported in the appropriate manner, in order to successfully be ready for school. The childminder has a good understanding of the prime and specific areas of learning, and follows children's individual interests, which promotes a unique experience. For example, language and communication skills are supported as the childminder demonstrates how to make patterns with paint. She uses words which describe what the children can see and asks questions to underpin their understanding of the activity. The childminder slightly adjusts her speech to allow younger children to fully understand, teaching them new words and language. As a result, children make good progress in their learning.

The childminder uses observations and assessments to inform her planning. She highlights

the characteristics of effective learning, by encouraging children to be actively involved and concentrate for short periods of time. For example, when a child enquires about different objects, the childminder asks questions, such as 'What's that?' and 'Can you show me?' to encourage children offer their ideas and confirm their understanding. Children have many opportunities to engage in free play. The childminder plans adult-led activities in order to assess children's progress and extend their learning. Taking photographs of children engaged in activities helps the childminder inform parents of their children's day. The childminder uses initial conversations with parents at the start of the childminding contract to find out about children's development. This helps children to become settled quickly, ready for their learning. The childminder recognises when children are not making good progress and works with parents to narrow any gaps in their learning. Consequently, children learn vital skills in preparation for school.

The childminder provides a warm and welcoming environment. The children have opportunities to play in a spacious area. The childminder has good quality resources, which cover the seven areas of learning and are stored in tubs. Children easily access the toys they wish to play with. This means they have opportunities to make independent choices. The childminder shares books with parents, so that children can continue their learning at home. There is direct access to the garden from the sitting room, and children go outdoors daily for fresh air. The garden is equipped with resources, which allow children to play freely. However, there are fewer opportunities in the outdoor area for children to experience highly stimulating learning. For example, children's exposure to print in the outdoors, to consolidate their literacy and numeracy skills is limited. Children have opportunities to develop their physical skills through using the wheeled toys, balls and going for walks to the local park. However, opportunities for children to dig, plant and explore the natural environment are not promoted to the maximum potential to develop children's understanding of nature and the living world.

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

The childminder teaches children about acceptable behaviour and supports them in learning how to share and take turns. She takes children to groups and on outings and, as a result, children learn how to adapt their behaviour to different social situations. The childminder gives children lots of praise and encouragement, which builds their self-esteem and confidence and prepares them well emotionally for the transition to nursery and school. Children have an increasing understanding of how to keep themselves safe due to the childminder's consistent guidance. For example, they learn about road safety when on outings. They also understand that they need to wash their hands before eating to get rid of germs. Children are encouraged to learn self-care skills from a young age. For example, the youngest children are encouraged to try to feed themselves and are soon able to do this successfully.

The childminder promotes a healthy lifestyle with the children. They have opportunities to choose what they would like for meals and snacks, and fresh fruit and water are available throughout the day. The childminder encourages mealtimes to be social occasions, where children sit down together with her and are supported to learn how to feed themselves. Young children and babies are offered new opportunities to try out different flavours and

textures to increase their range of foods. The childminder uses this time to praise and encourage younger children when learning how to use cutlery appropriately to become independent. She works closely in partnership with parents to ensure she is aware of children's dietary needs, including any allergies. She respects their wishes and follows care routines, such as sleep times, that reflect children's home lives, as far as she is able. She discusses all aspects of children's care with parents, so that children settle well from the start of their placement. This helps to ensure that children quickly form strong bonds with her and separate from their parents with confidence.

The childminder takes children to the local park. Children access large apparatus to build on their physical development. They have opportunities to kick footballs, climb on the climbing frames, walk, slide and swing, which develop their physical skills. She takes children to visit the local farm to explore the animals and gives children opportunities to take small risks when playing. This helps children to improve their understanding of safety and the confidence to challenge their own ability. The childminder demonstrates how to safely cross roads and children hold on to a pushchair when out walking. Written risk assessments highlight and identify hazards in the home and outdoor environment, ensuring children remain safe. The childminder makes sure children understand what procedure to follow in the event of a fire. Therefore, children are kept safe in the childminder's home as well as on visits to the local area.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and meets them securely. She ensures that all unknown visitors who come into her home are checked for identification. The childminder has all the required written policies and procedures in place, and shares these with parents, so that they are well-informed about how she organises her setting to keep children safe. The childminder understands that any persons aged over 16 living in the home have to be appropriately vetted by completing a full Disclosure and Barring Service check. She has a very good understanding of the correct procedures to follow if she has concerns about the welfare of a child in her care, and understands the procedures to notify Ofsted of any changes in circumstance. The childminder ensures that she never leaves children unsupervised when they are taken out on visits and that she is always within sight or hearing when they are at her home. As a result, children are kept safe from harm and play in a safe environment.

The childminder monitors children's educational programmes to ensure children make good progress. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage, using effective activities and resources to underpin this. The childminder reflects on her practice and has successfully addressed the recommendations from her previous inspection. She evaluates her setting and includes the views of parents and children. As a result, she identifies her priorities for improvement and ensures that these benefit the children who attend. The childminder attends training to enhance her professional development and seeks out relevant courses, which further her knowledge and understanding. Therefore, the childminder constantly builds on

opportunities to improve her childminding service and learning opportunities for children.

The childminder has very positive relationships with parents and engages in daily conversations with them about their children's well-being and progress. She provides parents with good opportunities to offer written feedback about her service. Parents praise her for the progress their children have made, for example, 'We very much appreciate the wonderful care you take of our children' and 'We are extremely secure in the knowledge that our child attends a safe, secure and nourishing environment'. She is aware of the importance of sharing information with other providers of the Early Years Foundation Stage to fully support children's learning. Furthermore, she attends local groups where she meets with other childminders and makes good use of the childminder network, in order to continue making links and to share good practice. The childminder is very conscientious and passionate about her work with children and is committed to maintaining a good quality learning environment for all.

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	EY239298
Local authority	Liverpool
Inspection number	870059
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	07/01/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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