

Inspection date	23/10/2014
Previous inspection date	01/11/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder is caring and attentive to children's needs. She provides children with lots of praise and reassurance. As a result, children develop a secure relationship with her and make good progress in their personal and social development.
- The childminder has a sound understanding of how to keep children safe and secure in her care. She has appropriate procedures in place to safeguard children and maintains a safe environment.
- Children have regular access to the outdoors for fresh air and exercise. This effectively supports their physical development and well-being.

It is not yet good because

- The childminder does not fully analyse the information gained through her observations of the children to assess their current stage of learning. Consequently, this information is not fully incorporated into planning for activities to help children make good progress.
- The childminder does not always focus on developing children's understanding of hygiene issues, to ensure they have a growing knowledge of how to keep themselves healthy.
- Self-evaluation is not sufficiently rigorous to monitor effectively all aspects of the childminder's practice.

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 playrooms and outdoor area.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records and the planning documentation, and a selection of policies and children's records.
- The inspector took account of the provider's self-evaluation and improvement plan.
- The inspector checked evidence of the suitability and qualifications of the childminder.

Inspector

Paula Kerrigan

Full report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Walton, Liverpool. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outdoor play. There are six children on roll in the early years age range. The childminder attends the local toddler group and visits the local park on a regular basis. She collects children from the local schools and pre-schools. The provision operates all year round from 7.30am to 5.30pm, except bank holidays and family holidays. The childminder 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observations and assessments of children's progress are used effectively to identify their next steps in learning and development, so that the activities provided are focused on providing more challenging experiences to help children to make consistently good progress in all areas of learning.

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

- make clearer connections between hygiene practices, such as hand washing and the reasons why they are important to extend children's understanding of how to keep themselves healthy
- improve procedures for self-evaluation to ensure that identified priorities and targets for improvement are based on the rigorous monitoring of practice.

Inspection judgements

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

The childminder is continuing to develop her knowledge of the learning and development requirements, including her observation and assessment procedures. She observes children as they play and takes a range of photographs of them participating in the activities provided, which are then shared with their parents. However, the childminder does not always consistently evaluate the learning observed, in order to plan future challenging learning experiences for each child in all areas of their learning and development. The childminder however, understands the requirement to complete the

progress check for children between the ages of two and three years so that she is aware of children's progress at this stage. The childminder develops positive relationships with parents. She is approachable and values their views and comments. For example, information is shared about children's care routines and interests at the start of the placement. Through informal conversations parents are kept suitably informed about their child's progress and achievements.

The childminder gains information from parents about their children's interests and needs on entry and together with her observations uses this to form their starting points for learning and development. The childminder communicates daily with parents about their children's care and learning and this helps to involve them in their child's learning. Although relevant information is obtained, the childminder does not fully analyse the information gained through her observations to assess individual children's progress. Consequently, this information is not fully incorporated into planning of activities to help children make good progress. This also means that the childminder does not always have a clear overview of progress, needed to identify gaps in children's learning and where additional support may be required. Children receive a good mix of child-initiated learning and adult-led learning in the childminder's care. When she joins in with their play the childminder supports and extends their language development. When the children are playing with the cars and garage she asks them questions to support children's thinking skills and extend their language. For example, 'which cars do you think will fit through the door?' She gives the children time to experiment with the different sized cars and this encourages their emerging problem-solving skills. Children's mathematical language is also developed because the childminder models language associated with position and size. Children are developing an interest in books because they are given lots of opportunities to share books with each other and the childminder. However, because the activities provided are not specifically tailored to each child's stage of development and the next steps in their learning, they sometimes lack the challenge needed to ensure that children make consistently good progress.

The childminder generally supports children's personal, social and emotional development. She attends community groups with children so their learning can be further extended. For example, they join in with planned rhymes and singing sessions at local groups. As well as accessing additional learning opportunities, this gives children the chance to socialise in larger groups and gain in confidence. This helps in their preparation for nursery and school, when the time comes. It also enables them to learn about the world around them and the community in which they live. For example, they go on walks to investigate numbers and colours in the environment. The childminder teaches the children about diversity from an early age. They learn about Chinese New Year by enjoying Chinese food and making Chinese lanterns. They enjoy watching a dragon dance on an outing and delight in playing musical instruments. This also provides some opportunities for children to develop their physical skills.

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

Children form secure bonds with the childminder, which promotes their well-being. New children settle well because the childminder invites parents to bring children to visit

several times and gradually extends their time with her. She liaises with parents to establish children's care routine from home. This supports consistent care and promotes a smooth move from home to the setting. Children are happy, settled and demonstrate good levels of confidence because the childminder develops close and caring relationships with all the children. Parents comment that, 'My children have a fantastic relationship with the childminder and they really look forward to seeing her and spending time with her' and 'I can go to work with piece of mind knowing my children are well looked after in a safe and stimulating environment'. The childminder supports children to socialise with others by attending sessions at a toddler group. As a result, children are gaining skills and social confidence, which will support them in the eventual move to school.

Behaviour is managed effectively as the childminder reinforces good behaviour with positive praise. Children are learning to play together cooperatively. For example, the childminder reminds the children to take turns when playing games and with resources. As a result, children behave well. The childminder has also introduced clear routines and provides snacks and meals which are freshly prepared and include a wide range of fruits and vegetables. The children are therefore, appropriately supported to start to think about what would be a healthy diet as part of a healthy lifestyle. Mealtimes are happy, social occasions where children enjoy practising their self-care skills and use appropriate hygiene practices. However, they are less clear about why they wash their hands or clean their teeth, which means their understanding of how to keep themselves healthy is not fully promoted. Children generally develop good physical skills as they visit parks, community groups and enjoy regular walks.

Children learn about keeping safe as they take part in regular fire drills and practise road safety when they are out and about. The use of risk assessments ensures children are able to explore and investigate safely when on outings. Children play outside every day as part of a healthy lifestyle, benefiting from the fresh air and exercise. The indoor and outdoor environment is safe and welcoming with a suitable range of resources. These are clearly labelled and are easily accessible, which means children make independent choices in what they would like to play with. The childminder is beginning to develop children's awareness of potential dangers around her home. For example, children are encouraged to help tidy away some of the resources on the carpet and are told why too many toys on the floor can be dangerous.

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

The childminder understands her responsibilities towards protecting children from harm and neglect. She is aware of the signs and symptoms of abuse and the procedures to follow should she have any concerns about a child in her care. As a result, children are suitably cared for and protected. Risks of accidental injury are minimised during indoor and outdoor activities because the childminder supervises the children appropriately and carries out regular risk assessments of all aspects of her home. Consequently, children move around safely. Additionally, children's ongoing safety is enhanced because the childminder asks visitors to provide full identification. Relevant records are kept and are well maintained, such as accident and medication records. The childminder has suitable

policies and procedures, which she effectively implements to help run her service.

The childminder is beginning to embed procedures to monitor the delivery of the educational programmes. However, observation and assessment procedures are not always consistent and as a consequence, they do not always support the childminder in accurately identifying children's further learning needs. She is beginning to use self-evaluation to gain an overview of her provision. This includes parents' contributions. However, this does not accurately portray her strengths and areas for development across the whole provision. This is because the childminder does not always rigorously monitor all aspects of her practice, such as the effectiveness of observation and assessment. As a result, children are not fully supported in making the best possible progress in all areas of learning. Nevertheless, the childminder demonstrates a positive attitude towards her childminding and a willingness to continue to learn and develop. In addition, the childminder seeks support and advice from the local authority advisory team. This was also highlighted as an area for improvement at her last inspection, and remains a weakness in the provision. As a result, children are not always supported in making good or better progress in their learning and development. Since the last inspection, the childminder has however, embedded a system for obtaining a regular two-way flow of information with parents about children's abilities when they start their placement, and children now have opportunities within their daily activities to extend their problem-solving and numeracy skills.

The childminder has suitable procedures in place to ensure that parents are kept up to date about the service she provides. For example, she displays important information, such as a certificate of registration and insurance details. She also communicates with parents regularly about the children's care and the activities they have been involved in, while in her care. She is supportive and offers advice, in order to meet the children's developing needs. For example, the childminder shares information about weaning young children and discusses behaviour management strategies with them. The childminder understands the importance of developing relationships with external agencies to ensure all children receive appropriate interventions and support. In addition, the childminder understands why partnerships with other early years providers need to be established. She is aware of the importance of sharing and exchanging regular information, in order to ensure continuity in the children's care and learning.

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	EY334892
Local authority	Liverpool
Inspection number	862626
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	01/11/2010
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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