

<b>Inspection date</b>	29/10/2014
Previous inspection date	03/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- The childminder makes regular and accurate observations and assessments of children and uses this information to plan sharply focused activities to meet the next stage in their learning. Consequently, children make exceptional and rapid progress.
- The quality of teaching is outstanding. The childminder is adept at identifying when to intervene and when to stand back, ensuring that children are supported to become confident and self-assured critical thinkers.
- The childminder demonstrates a comprehensive knowledge of how to safeguard children. Extremely robust policies and procedures are implemented, which ensures a safe and secure environment for the children.
- The warm and caring nature of the childminder and her assistant means that she forms strong relationships with the children and their parents. As a result, children's emotional well-being is supported very well and they have a firm foundation, enabling them to be highly motivated and engaged learners.
- There are exceptionally good partnerships between the childminder, parents and other professionals ensuring that the individual needs of children are consistently well met.
- The childminder leads by example. She has a passionate desire to strive for continuous improvement and displays outstanding levels of commitment and enthusiasm. As a result, children have fantastic opportunities to develop to their full potential.

## 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 carried out a tour of the childminder's home.
- The inspector observed activities in the children's learning environment.  
The inspector viewed and discussed with the childminder documentation regarding children's details, children's attendance, samples of policies, risk assessments, safety procedures and discussed self-evaluation.
- The inspector spoke with the childminder, the assistant and the children at appropriate times throughout the inspection.
- The inspector checked evidence of qualifications and suitability of the childminder, the assistant and other household members.

## Inspector

Kellie Lever

## Full report

### Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children, of whom her son works as her assistant in Allerton, a suburb of Liverpool. The whole of the property is used for childminding and there is a fully enclosed garden for outside play. The childminder supports children, who speak English as an additional language. There are currently 14 children on roll, eight of whom are in the early years age range. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for four weeks holidays, which she takes throughout the year. The childminder has an early years qualification at level 4.

### What the setting needs to do to improve further

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

- enrich the already stimulating outdoor area even more to support children's increasing understanding of the world, for example, by enhancing the gardening area with open-ended resources, to allow children more opportunities for exploration with earth and water.

## Inspection judgements

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

This highly committed childminder uses her excellent knowledge of the Early Years Foundation Stage to provide a varied, well-organised and challenging learning environment. As a result, children make rapid progress across all areas of learning. The quality of teaching is outstanding. The childminder is skilled in supporting children to problem solve and persevere. For example, children put gloves on independently, the childminder watches from afar as they attempt to put their fingers in the correct holes. She sensitively identifies when to intervene, ensuring that children are supported to become confident and self-assured critical thinkers. As a result, children are competent and highly confident learners, who are not afraid to try things out. Strong links with parents enable the childminder to assess children's starting points accurately and to plan for their individual next steps. The childminder also carries out the required progress check for children between the ages of two and three years and makes sure this is shared with parents at the appropriate time. This means that the childminder quickly identifies if children require any further support or challenge to enable them to reach their full potential. The childminder uses very regular, comprehensive and sharply focused observations and assessments to identify children's individual learning needs. Snapshots of significant observations are systematically captured on camera or in brief written accounts. This information is later transferred into children's individual journals. A detailed system ensures that their progress is tracked very well and any learning gaps are identified. This

comprehensive information is then shared with parents. Parents are given many opportunities to become involved at every stage of the child's learning journey and their input is highly valued. As a result, children's learning is supported exceptionally well and they are extremely well prepared for the next stage in their learning or for school.

The childminder has arranged her garden to offer the children excellent opportunities to make exceptional progress in all areas of learning. Children have access to a wide range of high quality and varied resources, which enables them to make independent choices, be independent and direct their own learning. The childminder has already identified how these resources can be enriched further through the addition of real-life objects, such as pots and pans, to allow children even more opportunities to explore with earth and water. The childminder and her assistant expertly use opportunities to link activities to children's prior learning exceptionally well. For example, children show an interest in a story relating to a stick family. This interest is further developed as children take a trip to the local park and collect branches, leaves and sticks for children to make their own stick man. As a result, children are actively involved in activities that interest them and provide them with exceptional depth and breadth in their learning. Language skills are superbly supported as the childminder encourages children to think about what they are experiencing. For example, children notice a worm in the garden, the childminder uses excellent questioning techniques to encourage them to work out what the worm is doing or to think about where it may live. In this way, children are supported to become enquiring and curious learners, constantly engaged and motivated to learn. The childminder takes opportunities throughout the day to promote mathematical skills. For example, as children play in the sand tray, she directs them to different resources. Children are allowed to experiment with filling, emptying and comparing size and different shapes. The childminder expertly adapts her language and questioning, so that each child's ability and knowledge are extended according to their stages of development. Older children discuss volume and capacity, while younger children talk about full and empty and more and less. The spontaneous activity is also skilfully adapted for babies, who are given the opportunity to explore how sand feels.

The childminder is constantly watching for opportunities to support and extend children's learning and development through well considered, timely interventions, including support for those children, who speak English as an additional language. For example, she gathers key words from their first language, provides visual prompts and works closely with parents. The childminder enhances her setting by introducing additional books and resources to support children in their understanding of diversity in the wider community. There is a wide range of positive images in and around children's play environments for them to observe on a daily basis. This is done to support children's natural curiosity and to encourage meaningful discussions that arise from their observations. Resources and activities promote non-stereotypical roles and attitudes, such as role play with dolls, food tasting sessions and musical instruments. Children are highly valued as unique individuals and they are fully included and involved in all aspects of the provision.

Children thrive in a stable, welcoming, homely and relaxed environment. Their emotional well-being is exceptionally well supported because the childminder is calm, kind, caring and sensitive in supporting their individual needs. This means that they have a very solid foundation and they are rapidly developing superb personal, social and emotional skills. As a result, they are highly confident and self-motivated learners. The childminder displays artwork and these help to ensure children have a sense of belonging and can feel proud of their achievements. Children feel highly valued and respected, as the childminder is astute at tuning into their individual needs and she is skilled at meeting these. The childminder operates an extremely effective and flexible induction system for all new children before they start, including the opportunity to visit the child at home. Parents, as well as children, are supported during this induction period. As a result, all children have the opportunity to be emotionally secure before starting at the childminder's home. Parents are particularly appreciative of the warm, caring nature of the childminder and her assistant and written comments include, 'They care a lot about what they do and we are very lucky to have them caring for our children'. The childminder uses her extremely close relationship with the local school to support children emotionally during times of moving to and from school. She is proactive in establishing dialogue to exchange useful information. As a result, children continue to make progress towards the early learning outcomes.

Children in the childminder's care have a strong understanding of expectations and rules and an appreciation of right and wrong. The childminder skilfully uses regular praise and encouragement and models acceptable behaviour. As children are constantly engaged and highly motivated, their behaviour is exemplary. Children enthusiastically follow rules and routines with little prompting and support and can be seen reminding each other of acceptable behaviour. If minor disagreements or disputes occur, the childminder supports children to find their own resolutions, for example, negotiating how long each child can use a toy before another child has a turn. The calm, consistent manner of the childminder, together with appropriate praise, supports all children to effectively manage their own feelings and behaviour and develop secure friendships with each other.

The childminder uses highly effective techniques to teach children about keeping themselves safe. She talks to them about the risks of climbing a ladder when wearing a long dress. Children also demonstrate a very clear understanding of how to act appropriately when there are fire drills and they tell the inspector how they have to leave the house quickly if they hear the fire alarm. As a result, children confidently manage risks for themselves and develop an excellent understanding of how to keep themselves safe. Children's physical well-being is promoted extremely well through a range of activities, including energetic outside play. They are used to playing outside and they dress according to the changing weather. Children have daily opportunities to exercise and have the space to run around freely and attend various activity groups. Healthy eating is extremely well promoted within the setting and the childminder ensures that snacks and lunches are always healthy and nutritious. Children are purposefully taught about different foods in different cultures and they are highly involved in creating their own healthy meals. For example, children make their own pizza and have the choice of various toppings, which include tomatoes, peppers and cheese. Children understand that they must wash their hands to avoid germs. The childminder's consistent approach significantly

promotes children's good health and helps to develop their growing understanding of healthy eating practices and the need for regular physical exercise.

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

The childminder has an outstanding understanding of the welfare and safeguarding requirements. She maintains an extremely comprehensive set of policies and procedures and uses these to underpin her daily practice. Her knowledge of safeguarding is exemplary and she has ensured that appropriate checks on the assistant and adults in daily contact with the children have been carried out. She has an exceptional understanding of her role and responsibilities with regard to safeguarding and knows the procedures to follow should she have any concerns about the welfare of a child. The childminder has ensured her assistant has completed first-aid training. As a result, children's safety is assured. Regular and comprehensive risk assessments of her home are carried out and this ensures that risks are minimised and the environment is uncompromisingly safe and secure. The childminder's delivery of the educational programme is inspirational. She displays unbounded enthusiasm and commitment, which combined with her expertise, guarantees excellent outcomes for children. The childminder displays an extremely comprehensive knowledge of the learning and development requirements and of child development. She knows the children in her care very well. The monitoring and tracking of children's progress is very thorough, extremely effective and regular. As a result, this precisely shows children's progress and enables her to identify next steps in their learning and to plan appropriate, engaging and challenging activities. Any gaps in learning are swiftly identified and steps are taken to close the gaps. A particular strength is her ability to adapt activities to meet the needs of all children, irrespective of age or stage of development.

The childminder is dedicated to offering a high level of quality care to children and families and has commitment towards developing her practice, her own professional development and that of her assistant. She attends many training courses and cascades information back. This means that her assistant can seek advice about specific areas of learning and development. Regular discussions are carried out between the childminder and her assistant as she mentors him and models best practice. In addition to this, her assistant is considering completing a childcare qualification. As a result, the impact on children's learning outcomes is exceptional, with children making very rapid progress. Self-evaluation is an integral part of the provision and the childminder regularly seeks the views of the children and parents on her service and uses this in planning for future developments. Clear improvement plans are in place outlining the childminder's proposals to improve the children's sensory experiences in the garden. The plans include developing a 'mud kitchen' and purchasing additional pots for digging and planting to further enrich outside play.

The childminder builds excellent and highly effective partnerships with parents and other professionals. Parents are consulted at every stage of children's learning and are constantly encouraged to become involved in their learning and development. The childminder promotes extremely effective communication with parents by talking to them on a daily basis, this includes details of children's care needs, the activities they have

enjoyed and highlights areas of learning and the progress made. Parents are encouraged to comment upon and contribute to this extensive learning record and regularly do so. Very effective partnerships exist with the local school. The childminder uses networking opportunities with local childminders to develop her knowledge and skills in teaching young children to further support her outstanding practice.

### **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>	EY281318
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	861073
<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>	12
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/10/2011
<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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