

Inspection date	06/11/2014
Previous inspection date	09/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The childminder has a good understanding of the Early Years Foundation Stage and the learning and development requirements. She observes children's play and effectively plans learning opportunities to secure their progress through skilled teaching.
- The childminder creates a safe and secure home, where children move around safely and independently.
- The childminder makes good use of the information she gathers from parents and her observations, to provide worthwhile activities that engage children and promote their development.
- Children's well-being is paramount to the childminder's practice. She has a good understanding of safeguarding and child protection procedures, which ensure children are kept safe and secure.

It is not yet outstanding because

- The childminder does not fully promote children's learning about difference and diversity.
- The childminder sometimes misses opportunities to further support children's early reading skills.

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 compulsory part 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 children taking part in activities.
- The inspector viewed and discussed with the childminder a sample of documentation and discussed self-evaluation.
- The inspector spoke with the childminder 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 1996 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and her adult child in the Childwall area of Liverpool. The childminder works with an assistant. The whole of the ground floor and two bedrooms on the first floor are used for childminding and there is a garden to the rear of the property for outdoor play. The childminder attends toddler groups and visits various places of interest, including the local library and parks on a regular basis. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminding provision operates term time only from 8am to 5pm, Monday to Friday. 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:

- foster children's early reading skills further by, for example increasing the use of print in the environment for children to refer to as they play
- support further children's developing awareness of the wider world, in particular, their understanding of diversity by, for example, providing a wider range of resources that reflect the similarities and differences within the wider community.

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 the Early Years Foundation Stage and as a consequence, the educational programmes have depth and breadth across the areas of learning. The childminder has a good understanding of children's individual abilities and stages of development and observes children in their play and assesses their progress accurately. Planned activities provide a good level of challenge and help the children make further progress. These activities include outdoor play and visits within the local community to places, such as the local park and the museum. The childminder attends toddler groups regularly to enable children to develop their personal, social, emotional, communication and language skills. As a result, children are active learners and display the characteristics of effective learning. The childminder uses child development guidance effectively to help her plan the next steps in children's learning. She also uses her observations to accurately complete progress checks for children between the ages of two-and-three years.

The quality of teaching is good. Positive interaction from the childminder means children

receive good support to acquire new skills. As a result, the children make good progress in their learning in relation to their starting points. Children enjoy their play in the stimulating environment and are motivated to learn. They enjoy using their senses to explore the malleable dough and have fun as they use their fingers and the various tools to press and manipulate the dough into shapes. This promotes children's active learning as they push hard and make patterns in the dough and children smile happily, feeling proud of their achievement. The childminder supports children's early communication skills by continually talking to the children to describe what they are doing, skilfully extending what the children are learning. For example, children look for objects of certain colours in the environment. She introduces new words such as 'blue underneath and yellow around the edge.' This increases children's vocabulary and promotes their language development. The childminder introduces mathematical language, such as 'find something smaller and bigger' raising children's awareness of size. Children are encouraged to count the numbers of items they have found. This helps develop children's understanding of number. There is a range of books and resources to foster children's early reading skills. However, these emerging reading skills are not always built on effectively because there are few opportunities for children to refer to signs, symbols and print in the environment as they play.

The childminder ensures a good two-way flow of information between herself and parents. She gathers information about their child, which provides her with details of children's likes, preferences, interests and development. Consequently, this enables the childminder to support children's learning from the start. The childminder keeps parents well informed about their children's development through ongoing discussions and sharing the observations, assessments and learning journals. She encourages parents to contribute to the journal to share how they support their children's play and learning at home. In addition to this, the childminder has regular discussions with other professionals who may share the children's care, learning and development. Overall, this helps to promote continuity of learning for children and provides emotional support when they are moving on to school.

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

The children form strong emotional bonds with the childminder. As a result, children feel safe and content in the caring and supportive atmosphere. They enjoy being with the childminder and enjoy it when she joins in with their play. The childminder has good systems for settling in new children. She gains plenty of useful information from parents about their children's routines, interests and abilities. The childminder makes effective use of this information to create an environment where children feel at home. As a result, children quickly settle and the separation process from parents is made easier.

The childminder gives children much praise for their achievements and often rewards them with stickers. She makes this fun for children and uses key words throughout the day such as 'fantastic' and 'tremendous'. Children smile with delight when these words are said and children can be heard repeating them in their play and praising each other. This ensures that children develop their self-esteem and confidence. The children know they are highly valued by the childminder because their work is creatively displayed around the

rooms for them to see. Children play well together because the childminder is a good role model. She uses effective techniques when engaging with them so that they learn to take turns and share their toys, as a result, their behaviour is good.

The childminder actively promotes children's health and their awareness of healthy lifestyles. Children adopt good personal hygiene practices, such as washing their hands after using the toilet and before eating. The childminder provides daily outdoor play and outings, and this helps children gain a good understanding of the importance of physical exercise. The childminder creates a safe and secure home, where children move around safely and independently. She is attentive to helping children effectively learn how to keep themselves safe. For example, she teaches children about road safety encouraging them to walk rather than run, and to stop, look and listen when crossing the road. The childminder helps children learn about the benefits of eating healthy food and lets the children decide what home-cooked meals and snacks they would like. Children also make independent choices from an appropriate variety of resources that reflect their interests and meet their learning needs. However, children are not always well supported to develop further their understanding of the value of diversity and difference. This is because there are few resources for them to use in their play that reflect the wider community.

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

The childminder competently meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She has all the required documentation in place. She keeps her paperwork well maintained and up-to-date. The childminder makes effective use of her records with parents to help promote children's safety and well-being. The childminder has a good understanding of safeguarding procedures and how to help protect children. She is fully aware of what to do if she has a child protection concern. The childminder carries out robust risk assessments on her home and for outings, which help keep children safe. She thoughtfully reviews these when there are any changes to her home and to children's abilities. This means that she effectively addresses any additional safety issues as they arise.

The childminder understands the educational programmes and meets the learning and development requirements of the Early Years Foundation Stage. She monitors her planning, observations and assessments to ensure that children are supported in progressing towards the areas of learning. Since her last inspection and a subsequent monitoring visit, she has made considerable improvements to her overall childcare provision and has addressed all the previous actions and recommendation. Although the childminder does not have an assistant working with her at the moment she can talk confidently about how she plans to monitor the performance of assistants to ensure that the quality of their teaching and practice is constantly improving to help children to make good progress. The childminder is also consistently monitoring and evaluating her own practices and has clear action plans in place to drive improvement. This demonstrates she has the capacity to continue to identify and address areas for development, in order to benefit children.

The childminder builds strong partnerships with parents because she provides a friendly and welcoming service. She takes time to find out about their child's needs, to help her plan for their individual care and education. She asks for and values parents suggestions, to help her develop and improve her practice. The childminder attends local childminder groups and has close links with other professionals who share children's learning. This helps her to build strong professional partnerships and to share good practice ideas. She is aware of external agencies that help to secure appropriate interventions for children to receive the support they need to close any gaps in their learning and development. As a result, children benefit from the childminder's proactive attitude and are making good progress in their learning and development, in preparation for the next stages in their learning.

The Childcare Register

The requirements for the compulsory 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	322225
Local authority	Liverpool
Inspection number	976525
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	4
Name of provider	
Date of previous inspection	09/05/2014
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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