

Inspection date	07/11/2014
Previous inspection date	27/02/2009

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 happy and demonstrate a strong sense of belonging. This is because secure relationships are established with the childminder.
- Teaching is good because the childminder knows her children well and understands how to successfully promote their development. Their communication and language skills, in particular, are well supported. Consequently, children make good progress in their learning.
- The childminder is committed to developing her provision. She undertakes training and attends network meetings which help improve her knowledge. Furthermore, she obtains the views of both parents and children to evaluate the service provided.
- The childminder is secure in her knowledge of safeguarding matters and has effective procedures in place to keep children safe.

It is not yet outstanding because

- Information gained from parents on entry does not always provide the childminder with the detailed information she requires to help her to further plan for children's future learning needs.
- Existing links with other providers are not yet fully embraced to ensure that all information is exchanged regularly, in order to involve everyone in helping children make the best progress possible.

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 children's interactions with the childminder during routines and activities carried out in the designated playroom.
- The inspector conducted a joint observation with the childminder and held discussions with her and interacted with children at appropriate opportunities.
- The inspector looked at children's files, observations, assessment and planning records and parents' written comments.
- The inspector checked evidence of the suitability of the childminder and household members and discussed the childminder's self-evaluation form provided at the inspection.
- The inspector looked at a selection of policies and records, including the safeguarding policy, risk assessments and children's records.

Inspector

Hilary Boyd

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in the Old Swan area of Liverpool. The whole of the ground floor and the bathroom on the first floor are used for childminding. There is an enclosed rear yard available for outside play. The childminder takes and collects children from the local school. She attends a number of local parent and toddler groups and visits the local parks and areas of interest on a regular basis. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of a childminding network and 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:

- enhance the depth of information gathered from parents about what children already can do at home before they start, and use this shared knowledge to complement the identification of their starting points
- strengthen ways to regularly share information with other providers involved in children's care, such as assessment records and planning, so that children's learning is supported to the optimum, between settings.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how children learn and develop. This enables her to deliver good quality educational programmes within a stimulating learning environment. The childminder understands fully the importance of observing children in order to build up a picture of their skills, abilities and individual learning styles. She works closely with parents and gathers information from them. However, this information predominately focuses on children's care routines and general likes and dislikes. Therefore, she does not always gather the extremely detailed information she needs about what children can already do, in order to have an extensive knowledge of children's starting points to enrich the planning for individual children's learning and developmental needs. Formal assessment records show the ongoing progress children make during their time in the provision. Furthermore, the childminder summarises children's development across the seven areas of learning on a regular basis. These, alongside daily diaries, text messages and informal discussions, ensure that parents are

kept well informed of their children's learning. The childminder demonstrates a commitment towards working in close partnership with parents and other settings as necessary. For example, she asks parents to bring in their children's nursery uniform, which she uses to help prepare them for their move. In addition, before children move to another provider, their records are also shared with staff. However, ongoing information sharing when children's care is shared with other providers is not yet highly effective, so that their learning is supported to the optimum between settings.

The quality of teaching is good, which enables children to make good progress in their learning. The childminder provides children with an extensive range of both adult-led and child-initiated play experiences. She organises the playroom extremely well, as she provides a wide variety of developmentally appropriate and interesting resources for children to choose from. As a result, they participate in stimulating, yet meaningful activities. For example, the youngest children show great enjoyment as they explore and interact with the wide range of interactive resources offered. The childminder positively responds to children's interactions as she joins in and shares in their display of emotions. Consequently, children are developing the necessary skills, attitudes and positive dispositions they need to be ready for the next step in their learning. The childminder successfully blends information that parents share about children's interests from home, to extend their learning through meaningful activities. For example, she plans an extensive range of activities based around children's interests in animals. As a result, children remain motivated in their play and learning from home is complemented very well.

Children's communication and language skills are supported extremely well. This is because the childminder uses a range of teaching strategies to promote children's development in this area. For example, she repeats words, models language as she speaks clearly and uses short, clear sentences to support children's listening skills and understanding. The childminder provides children with opportunities to use language during participation in play experiences. For example, she names and points to objects which encourage children to make connections in their learning. The childminder routinely sings familiar nursery rhymes during the day, leaving gaps which children eagerly fill in. Children are developing an interest in books and early reading. They confidently select their chosen book from the good range available. Children enjoy interacting with the childminder as they share books together. For example, they enjoy lifting the flaps and listening to the various sounds which books make when pressed. The childminder promotes personal, social and emotional development as children play and interact well together. Regular visits to a number of parent and toddler groups provide additional opportunities where children learn to socialise and interact with other adults and children. As a result, this helps to promote children's increasing levels of self-confidence.

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

Children are happy and demonstrate a strong sense of belonging and emotional well-being. This is because they form strong emotional attachments with the childminder. Flexible settling-in procedures actively promote the smooth move from home into the provision. Parents share details of home routines that the childminder adopts as necessary. The childminder promotes the ongoing exchange of information with parents,

which helps them keep informed about their child's personal care routine and the range of activities carried out. Wall displays are used effectively to show images of children's participation in various play experiences. Furthermore, photograph albums provide children with additional opportunities to look at themselves and each other. This helps children to develop good levels of emotional well-being and security in the provision.

Children's self-esteem and emotional well-being are developing well. This is because the childminder offers genuine praise as she recognises the efforts and contributions they make during routines and play experiences. Children behave well as they are gently reminded how to take turns when playing with various resources. Furthermore, they develop a sense of responsibility as they are gently reminded to tidy away resources before carrying out another activity. The childminder provides a caring and responsive approach during her interactions with children. For example, as children wake from their sleep, she cuddles them and sings gently to them. The childminder organises the playroom, which effectively empowers children to independently select their chosen item from the good range of developmentally appropriate resources. Children develop their range of self-help skills as they are encouraged to manage their own personal care routines, such as helping to get coats and attempting to put them on before going out. Children are developing an early awareness about how to keep themselves safe. This is because the childminder uses developmentally appropriate language to talk about various aspects of safety. Older children learn about road safety as they walk to the local school. These routines help children to become independent in self-care routines to prepare them for the move to school.

The childminder supports children's good health through regular access to physical play and during trips to local parks and other areas of interest. Children enjoy being active and show good levels of confidence and skill as they move freely and explore their immediate surroundings. Children enjoy using different utensils as they build inset jigsaws, act out pretend play and move in response to music. Older children enjoy setting up games of skittles and learn how to roll the ball as they attempt to knock these down. Children learn about the natural environment as they plant seeds and watch them grow. Furthermore, the childminder uses language to talk about different aspects of nature, such as the weather. The childminder provides a wide range of home-cooked food, alongside healthy and balanced refreshments for snack. As a result, children develop an understanding of the importance of physical exercise and a healthy diet.

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

The childminder fully understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder has an appropriate safeguarding policy in place and it reflects the guidance set by the Local Safeguarding Children Board. She has a good knowledge of the possible signs and symptoms of abuse or neglect. The childminder is secure in the reporting procedures, should child protection concerns or allegations arise. This is because she attends safeguarding training as necessary, to ensure she can protect children and know what to do should she need to pass on concerns. The childminder ensures that children's safety is

promoted through the completion of safety checks of her home. She carries out regular fire evacuation drills to help raise children's understanding of safe practice. As a result, the childminder has effective arrangements in place to promote children's good health, safety and welfare.

The childminder reflects on her practice and makes continuous improvements. She has organised the playroom well to provide good access to a wide range of stimulating, yet developmentally appropriate resources. She expands her professional knowledge and understanding of practice through attending network meetings and training as required. As a result, she has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder completes the progress check for all children between the ages of two and three years. She skilfully tracks children's progress and uses this information to plan challenging experiences to ensure children make good progress. Furthermore, she is involving parents in sharing their observations from children's experiences when at home. As a result, she demonstrates a commitment in delivering good quality educational programmes in order to ensure children remain motivated in the activities provided.

Positive relationships with parents are well established. This is because the childminder maintains a two-way flow of communication with parents through discussions, daily diaries and the regular exchange of summative assessments. Parents are able to look through their children's learning files if they wish. Their views of the provision are sought through questionnaires and informal discussions. Written comments confirm that parents are extremely happy with the care and support provided by the childminder. For example, comments state that they have a 'fantastic relationship' and their children have a 'secure emotional bond' with the childminder. Furthermore, pertinent policies are discussed and shared with parents. They sign to confirm their understanding of these and are updated with any changes if necessary. Good links with the local school are in place and the childminder demonstrates through discussion an understanding of the importance in working in close partnership with parents and others as necessary. Therefore, she is able to seek professional advice and intervention for children and families, should they need it.

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	EY310422
Local authority	Liverpool
Inspection number	873101
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	27/02/2009
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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