

**Inspection date**

17/11/2014

Previous inspection date

03/03/2009

**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**

- The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a stimulating and challenging educational programme of activities, which support children in making good progress.
- Children settle extremely well and enjoy their time in the childminder's care. Children feel safe and build strong attachments, which promote their emotional well-being and confidence.
- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children. She provides a safe and secure home because of the risk assessments that are carried out to minimise any potential hazards to children.
- Partnerships with parents are strong. Parents are kept well informed about their children's time at the setting. As a result, children benefit from the continuity of shared learning experiences.

**It is not yet outstanding because**

- Opportunities to maximise children's growing independence are not always recognised within the daily routines.

## 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 talked to children and childminder at appropriate times throughout the inspection and observed a variety of activities both indoors and outdoors.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at a selection of policies and procedures, including safeguarding, risk assessments and self-evaluation.
- The inspector took account of the views of parents by reading a number of comments and notes given to the childminder.
- The inspector had a tour of the premises.

## Inspector

Alison Regan

## Full report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in the Croxteth Park area of Liverpool. The whole of the ground floor and the rear garden are used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll within the early years age group, who attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday. The family have a pet dog. The childminder is a member of 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 already good independence skills of children by further promoting their self-help skills during everyday routines, so that children are better prepared for handling this during the next stage of their learning.

## Inspection judgements

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

The childminder has a secure knowledge of child development and knows how children learn. Consequently, children make consistently good progress and develop their skills in readiness for the next stage in their learning and their eventual move to school. Prior to children's admission, the childminder obtains a wealth of information from parents. This supports children while they are settling in. This information is also used by the childminder as part of the initial assessments of the children to enable her to identify their starting points and from which to measure their progress. As a result, children make consistently good progress right from the start. The childminder makes regular observations and assessments of children and she uses the information from these observations well to identify children's next steps for their learning.

The childminder plans a wide range of activities that ignite children's interests and motivate them to learn. For example, they master their physical skills by kneading and rolling the play dough and are delighted to show their creations to their friends. The educational programmes are well balanced and cover the areas of learning; therefore, children are active learners. The childminder demonstrates appropriate levels of enthusiasm and engagement. For example, she praises children's efforts as they build a tower with the blocks, which fosters their self-esteem and confidence and encourages them to persevere. The childminder effectively supports children with their communication and language development by using suitable teaching strategies to support their learning.

For example, when the childminder reads a story to children, she points and names pictures in the book that are familiar to them. The children begin to repeat the words, which helps to support their early communication and language skills well. As a result, this prepares them for their continued development and learning.

All children have their own learning journal, which includes photographs, observations and next steps. From the information gathered, the childminder is able to complete a written progress summary for each child. The progress check for children between the ages of two and three years is completed and shared with parents. As a result, parents are informed of their child's development and any additional support that the childminder may provide to ensure children make best progress.

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

Children settle very quickly in the warm, welcoming atmosphere created by the childminder. She works hard to build good relationships with parents, which contributes to children settling very quickly when they are first left in her care. The childminder supervises children well and is aware of their individual needs. For example, children are easily soothed as they become restless when they get a little tired. Children are very comfortable in the care of the childminder; they independently approach her for reassurance and cuddles throughout the day. The childminder sets clear boundaries for children and promotes an atmosphere of mutual respect and caring. Children behave well because they receive positive praise and encouragement and the childminder is quick to remind children of her expectations when required. As a result, children are secure and develop the emotional skills they need for future moves, including the move to school.

Children learn about healthy lifestyles through accessing the outdoors regularly and learning about what foods are healthy. They play with large equipment in the garden, which successfully promotes children's physical skills and introduces them to consider risks in a safe environment. The childminder prepares healthy meals and snacks, which are well balanced and nutritious. The childminder works with parents to ensure children's dietary requirements are catered for; she then adapts her menus accordingly. The childminder ensures that children maintain good hygiene procedures as she supervises them to wash their hands after playing outside or before meals. The childminder generally encourages children to be independent. For example, children are encouraged to access resources independently. However, during daily routines, the childminder does not always provide opportunities for children to be independent for example, by pouring their own drinks and accessing their own paper towels to dry their own hands. This means that some opportunities to further develop children's independence are missed.

Children play and explore in a clean and well-maintained environment both indoors and outdoors. Resources are stored within reach, so that children can self-select activities and initiate play during the session. This promotes their independence and encourages self-confidence. Resources promote positive images of diversity and the childminder uses them to help children to learn about the world around them. The childminder regularly checks

the toys and equipment for any hazards or dangers to the children. This means that children can play in an environment, which is safe.

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

The childminder demonstrates a good knowledge of the safeguarding and welfare requirements and is very committed to keeping children safe and promoting their welfare at all times. The childminder has recently attended safeguarding training and is aware of appropriate contacts for further advice and support should she be concerned over a child's welfare. The childminder and other adults living on the premises have appropriate suitability checks in place, which helps assure children's welfare. Children are appropriately supervised and safeguarding practices are evident. For example, the childminder ensures that exit doors are always locked, safety gates are in place and the childminder maintains appropriate insurance. She carries out daily risk assessments, completes daily registers and fully records any accidents that children may have while in her care. This ensures that children are kept safe whilst in her care.

The childminder undertakes accurate self-evaluative practice and is able to identify areas of weakness, which she feels needs development. The childminder has addressed previous recommendations that were set at her last inspection. For example, the childminder has implemented a system to ensure that all parents provide consent for seeking emergency medical advice. In addition, the childminder has acted upon and improved her systems for completing observations, and now plans exciting and challenging activities, which results in children making continually good progress in their learning. As a result, the childminder has demonstrated the capacity to improve this already good provision.

A range of policies support her work is in place and these are updated and shared with parents frequently. A daily communication book keeps parents up to date with their child's routines while they are in the care of the childminder. The childminder seeks feedback from parents and carers regarding the care she provides. They speak very positively about the childminder, commenting on the care provided and how they valued the support she offers. The childminder has a suitable understanding about how to work in partnership with other settings or agencies to provide appropriate support for children. This includes being proactive in making contact to gather or share information, so that consistent support is agreed.

### **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

<b>Unique reference number</b>	EY301463
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	873020
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/03/2009
<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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