

Inspection date	20/11/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 works well in partnership with parents and other professionals when this is needed to further promote good outcomes for all children.
- Children form exceptionally close attachments and build good relationships with the childminder, which fully promotes their well-being and developing independence.
- The childminder safeguards and promotes children's welfare. He provides a safe and stimulating learning environment that meets children's individual needs and helps them make good progress in their learning and development.
- Self-evaluation and action planning is effective as the childminder reflects on his practice to identify areas for development and improve outcomes for children.

It is not yet outstanding because

- The childminder does not always gain very detailed information from parents about what children already know and can do when they first start to help him plan even more precisely for children's future learning needs.
- Children's thinking skills are not always well promoted as the questions posed by the childminder do not always encourage children to consider a variety of responses before answering.

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 viewed all areas of the premises used for childminding.
- 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 the suitability of the childminder and other household members.

Inspector

Kellie Lever

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his partner in the Aigburth area of Liverpool. All of the ground floor and a bedroom on the first floor are used for childminding. The childminder has two pet cats. He regularly visits local toddler groups and has contact with other local childminders. The childminder operates all year round, from 7.30am to 6pm except for bank holidays and two weeks over the Christmas period. There are five children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. 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:

- expand on the level of information gathered from parents about children's learning and development when they first start, in order to further enrich the planning process for their future learning

- develop children's thinking skills further by, for example, asking more open-ended questions that require children to consider a variety of possible responses before answering.

Inspection judgements

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and knows how to promote children's learning and development. He provides a mix of adult-led and child-initiated activities, allowing children to confidently make choices in their play and take the initiative in seeking out their favourite toys. Children are supported with their communication and language development, because the childminder talks to them and encourages them to sing songs and listen to stories. However, the childminder does not always extend children's thinking skills, for example, by posing open-ended questions that require the consideration of a variety of possible answers. The childminder joins in with children's play and models how to use the resources correctly. He organises activities that follow children's current learning needs and their individual interests. Overall, the quality of teaching is good and children are happily engaged in their play.

Children skilfully and carefully use paintbrushes and practise making marks with different equipment. Consequently, they effectively develop their fine motor skills. Children freely

access books, which helps them to develop a love of stories and an appreciation of print. Children show good levels of concentration as they join blocks together, twisting and turning the pieces until they connect. The childminder helps them identify shapes and colours as they experiment with paint. He counts with them as they sing number songs. As a result, children are learning mathematical concepts in a fun way. Children have great fun when they spend time outdoors. They talk about activities they have undertaken and trips to places of interest they have enjoyed, such as the woods and the local park. All of these opportunities enable children to acquire a variety of skills that ensure they are ready to start school when the time comes.

The childminder makes good use of accurate and precise observations across all areas of learning to help him plan for children's individual learning and effectively monitor their progress. As a result, gaps in learning are quickly identified and effective support put in place, including the involvement of external agencies if necessary. This means that no child is disadvantaged and all children can achieve their full potential. Parents are kept informed about children's activities and progress through home-link sheets and regular discussions. In addition, parents have frequent opportunities to look through their child's learning journals. As a result, parents are involved in their child's learning and are appropriately informed to be able to build on this learning at home. The childminder has yet to implement the progress check for children between the ages of two and three, because there are no children of the relevant age attending, but he is aware of his responsibilities to share his assessment of children's progress with parents at the appropriate time. The childminder gathers a wide range of information from parents to gain an understanding about children's individual needs and interests. However, he does not always gain very detailed information from parents about what children already know and can do when they first start, to help him plan more precisely for children's future learning needs.

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

Children form very good attachments and extremely positive relationships with the childminder. He is kind and caring and responds sensitively to children's individual needs. They enjoy the company of the childminder and regularly sit on his knee for cuddles. Consequently, children are happy, settled and feel secure in the warm, friendly environment. Children have access to a wide range of stimulating resources, which help to promote their development and support their emotional well-being and independence. Effective settling-in procedures ensure that parents are involved from the beginning. The childminder works very closely with parents during this time to share relevant information about their children, including likes, dislikes and care routines. As a result, children are very well supported in their move from their home into the childminder's home, which ensures they settle quickly in their new environment.

The childminder uses a sensitive approach to managing behaviour. He acts as a positive role model and supports children in learning to share, take turns and develop appropriate manners. As a result, children are well behaved because they have clear boundaries and are aware of expected behaviour. Children's efforts and achievements are promptly

recognised and praised. This helps children to feel good about what they do and raises their self-esteem and confidence. The childminder provides children with a variety of interesting experiences outside of the home. They go on regular local walks and outings. This supports children's physical well-being and promotes their understanding of the local community. In addition, children are introduced to group situations, where they socialise with a wider range of children and adults, which help to prepare them emotionally and socially for their future move to school.

The childminder supports children to learn about healthy habits that promote their well-being. A very good variety of balanced and nutritious meals and snacks are provided for children, which helps to develop their understanding of a healthy diet and lifestyle. This is further promoted throughout children's activities as they move around to music and point to different parts of their body. Children have daily opportunities for fresh air and exercise to ensure they are physically active. They also regularly attend activity centres, where the childminder encourages them to explore the play equipment. This enables all children to gain an understanding of taking safe risks and develops their self-assurance. The childminder teaches children to play safely, for example, he reminds children to tidy away toys so that they do not fall over.

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

The childminder is fully aware of his responsibility to keep children in his care safe. He has undertaken safeguarding training to underpin his good practice and he uses the knowledge he has gained to effectively promote children's welfare. All adults in the household have had their suitability checked. A range of relevant policies and procedures underpin the welfare and safety of children attending. The childminder completes first-aid training and daily risk assessments are carried out and used to minimise any hazards to children. As a result, children's safety is well promoted.

The childminder is committed to improving his practice. His planning is tailored to meet the needs of individual children, with clear and concise observations, which take account of the next steps in their development. The childminder's capacity to improve is reflected in his self-evaluation and development plans. These demonstrate the significant, positive impact of recent training, for example, his improved knowledge of effective planning and assessment. This enables the childminder to close any gaps in children's learning and help them to make consistently good progress. Through careful monitoring and evaluation, the childminder looks at areas for development. Ongoing developments include offering children more hands-on opportunities to learn about how things grow, for example, by planting and tending to flowers and vegetables. The childminder shares his practice and experiences with other local childminders, which assists him in identifying areas for future improvement.

The childminder works well in partnership with parents, other professionals and agencies to provide appropriate support to further promote good outcomes for all children. The childminder understands the need for close partnerships with other early years providers

to share information in order to fully promote children's learning, development and welfare. This consistent approach helps children to make good progress in readiness for the next stage in their learning, for example, school.

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	EY450706
Local authority	Liverpool
Inspection number	906818
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	not applicable
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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