

Inspection date	27/11/2014
Previous inspection date	20/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 of the different aspects of children's learning. She uses this knowledge effectively to plan interesting activities that support children's learning.
- Children relate well to the childminder and develop a strong sense of security, as a result of her warm and caring manner.
- The childminder builds positive relationships with parents, exchanging and sharing information to support consistency in children's care and learning.
- The childminder has a good understanding of how to keep children safe and protected from harm. She uses a robust range of policies and procedures to ensure that her practice is consistent.

It is not yet outstanding because

- Opportunities for the childminder to support and develop children's understanding of how to keep themselves safe and healthy during play, care and daily routines, are not used consistently.

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 spoke with the childminder at appropriate times throughout the inspection and observed play, teaching and learning opportunities indoors, at snack time and on the school run.
- The inspector looked at documentation and a selection of policies and procedures, including children's information, risk assessments, certificates and suitability checks.
- The inspector took account of the information provided in the childminder's self-evaluation document and from written and verbal feedback from parents.

Inspector

Susan Hopper

Full report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Liverpool. The childminder works with another registered childminder. Both childminders have equal responsibility for the childminding practice. All of the ground floor is used for childminding. There is an enclosed garden for outdoor play. There are currently 18 children on roll, of whom 11 are in the early years age range. The childminding service operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder attends parent and toddler groups and takes and collects children from local schools. She has a relevant qualification at level 3.

What the setting needs to do to improve further

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

- maximise opportunities to support and develop children's understanding of how to keep themselves safe and healthy during play, care and daily routines by, for example, the consistent use of good-quality questioning and explanations.

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 how children learn and develop. She records observations of children's learning in their diaries, which are available to parents when requested. The observations include information about what the children can do and the activities they have been involved in. The childminder plans activities based on the children's ideas and interests. For example, a recent visit to the local park stimulated the children's interest in the natural world, so they were encouraged to collect leaves and conkers, which were then used in craft work, to build further on their learning.

The quality of teaching is good. The childminder offers a rich learning environment, covering all areas of learning. Resources are accessible for children to make their own choices and become active learners. This supports children's independence, personal, social and emotional development. The childminder uses effective questioning, demonstrations and communication to support children's learning and understanding during play. For example, during water play, the childminder introduces language, such as pouring, scooping and squirting, to describe the different actions. Also, she encourages the children to count how many pots that are full of water, are poured through the water wheel toy. She gives children time to explore and experiment during their play, to build on prior learning. The childminder teaches further mathematical skills through everyday routines, such as counting pieces of toast at snack time.

Children have access to outdoor activities on a daily basis and have the opportunity to develop their physical skills using bicycles, slides and climbing frames. The childminder makes good use of the local area, visiting other children's activity groups and places of interest, further enhancing their learning and development opportunities. The childminder works well with parents to involve them in their child's learning and to support them in guiding their learning at home. For instance, she shares information about children's achievements and provides information about the Early Years Foundation Stage, so parents understand how activities at home contribute to their progress.

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

Children are settled and at ease in the childminder's care. This is because she uses settling-in processes that are based around the individual needs of children and their families. As a result, children are happy, settled and develop secure attachments as the childminder knows and meets their individual needs very well. Children enjoy their time with the childminder and she responds to them warmly and positively. The childminder works closely with parents to effectively support individual care routines and ensure continuity. Children have access to drinking water throughout the day and healthy snacks and meals are provided. Children with specific dietary requirements and needs are provided with alternatives to ensure they are fully included. These strategies contribute to children's healthy lifestyles.

The childminder is a good role model, ensuring that children are developing an understanding of respect and good manners through daily routines. She gives clear indications about how children are expected to behave. For example, when collecting children from the local schools, the childminder reminds them to hold hands and walk together as a group. However, opportunities to explain why this is important and to discuss road safety are not fully exploited. Children are encouraged to participate in care routines to develop their understanding and independence. For example, children can wash their hands with supervision. However, discussions about, for example, why this is necessary, do not always take place, which means that further opportunities to develop children's understanding of how to keep themselves safe and healthy, are missed. All children are encouraged to brush their teeth after lunch but discussions about why this is important, so they develop an understanding of dental hygiene, are not used consistently. Children participate in regular fire drills, contributing to some extent to their awareness of how to keep themselves safe in an emergency.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, which helps to ensure children are kept safe and are protected from harm. She is well organised and she maintains all the required paperwork, such as children's information and a record of their attendance, in order to keep them safe. Policies and procedures are robust and are shared with parents. The childminder has completed a range of risk assessments to ensure that the environments, both inside and outside are safe. The childminder supervises children well and takes effective safety

precautions, including keeping internal doors shut, placing a fire guard in front of the gas fire and locking accessible cupboard doors. She has a good understanding of safeguarding procedures and knows what to do if she has a concern about a child in her care. As a result, children are kept safe and protected from harm.

The childminder has a good awareness of the children's abilities and skills. She uses her knowledge of individual children to identify areas where they might need additional support. The childminder monitors her practice and the quality of the educational programmes through effective self-evaluation, to help her to identify strengths and weaknesses in the provision. Parents are encouraged to contribute to her evaluation of the practice as she provides feedback sheets for them and holds regular discussions to obtain their views and comments. The childminder has built effective partnerships with various support networks in her local area, including the local authority development officer, to help her in planning to meet the needs of children in her care and to further her own professional development for the benefit of those attending.

The childminder has forged positive partnerships with the parents, understanding the benefits of developing trusting and respectful relationships, in order to know about and meet each child's needs. She is also very aware of how developing links with the local schools, promotes consistency in the learning and development for children, who attend other settings. Consequently, all children are supported effectively to be healthy, happy and to make good progress.

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	322172
Local authority	Liverpool
Inspection number	877089
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	20/04/2009
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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