

Inspection date	01/12/2014
Previous inspection date	10/08/2011

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

- Children are motivated to learn and interested in what they choose to do because the childminder successfully guides them, stimulating learning through play. This helps children develop their thinking and understanding.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. The childminder uses this information to provide interesting and stimulating activities and outings, which develop children's skills and knowledge.
- The childminder builds positive relationships with parents, keeping them well informed and involved in their children's care and learning.
- The safeguarding and welfare requirements are well understood by the childminder through clear policies and procedures, which are embedded into the daily routine, to ensure children are kept safe.

It is not yet outstanding because

- Children are not always provided with sufficient resources to enable them to learn about the similarities and differences of others.
- There are areas in the outdoor area that are not organised effectively, so that all children can independently access resources.

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 activities in the main playrooms and outdoor area.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records and the planning documentation, and a selection of policies and children's records.
- The inspector took account of the provider's self-evaluation and improvement plan.
- The inspector checked evidence of the suitability and the qualifications of the childminder.

Inspector

Paula Kerrigan

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three adult children in a house in Walton, Liverpool. The whole of the ground floor is used for childminding and there is an enclosed garden for outdoor play. The childminder visits the local shops and toddler groups on a regular basis and collects children from the local schools and pre-schools. The provision operates Monday to Friday, from 7am until 6pm, all year round, except bank holidays and family holidays. There is one child on roll within the early years age range. The family has fish, two dogs and two cats as pets. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- provide children with more resources, such as books and dressing-up clothes, to enable them to learn about similarities and differences and to interpret their understanding through their play
- organise the outdoor environment more effectively so that children can access all resources and equipment more easily, to enrich their play and learning experiences.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage and uses this to monitor children's progress. She completes regular observations and assessments of children's development and clearly identifies their next steps in learning. The childminder has a good understanding of how to complete the progress check for children between the ages of two and three years. She understands the importance of sharing this with parents and other professionals, such as health visitors. Consequently, children are well supported in their learning and development. The childminder encourages parents to become involved in their children's learning. She gathers information about children from their parents and uses this to complement their learning. For example, she has purchased materials to make lanterns to facilitate children's interest in seasonal decorations. Children are confidently acquiring the necessary skills and attitudes to prepare them for their future learning. For example, younger children observe the behaviour of older children and look to them as role models. They imitate their behaviour and wait patiently as they prepare snacks and listen to their explanations about why it is important to eat healthily.

Children make good progress in their learning and development because the childminder provides them with a wide range of activities across the seven areas of learning. The childminder supports children's communication and language development in a variety of ways. For example, she encourages all children to listen to one another and respect each other's views and as a result, children become confident communicators. Children listen to everyday sounds from outside and inform the childminder what it is, such as when an ambulance passes by. The childminder seizes opportunities to embark on discussions with children about these occurrences.

Children's literacy development is fostered through a love of books and various resources, to encourage their early reading skills. Children learn about different cultural festivals and the childminder provides them with some resources to explore diversity. However, there is scope to enhance the children's understanding about unfamiliar cultures and other ways of life, for example, through the provision of books and dressing-up clothes. The childminder supports children's mathematical development through everyday activities. For example, she encourages them to count out the number of windows they have made during an activity. She asks children how many apples they have on their plate and encourages counting in everyday routines. Children's physical skills are developed well as they manipulate dough to make patterns and roll out balls and sausage shapes. They use small tools to squeeze out different shapes and learn how to master new techniques and how to correctly handle tools. As a result, children make good progress in their learning.

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

The indoor environment is stimulating and provides children with a range of experiences to develop their independence and all round development. The dedicated indoor playroom is well equipped and provides direct access to the outdoor area. Children have regular opportunities to play outside. However, the outdoor area is not as well organised or as welcoming for children. In particular, some toys and resources are stored inside the shed, which prevents children from using these to fully engage in their imaginative and exploratory play. As a result, the outdoor area does not fully promote children's independence and enrich their outdoor play.

Children learn about being healthy and why it is important to adopt good hygiene practices. For example, the childminder explains to the children that they need to wash their hands before eating and when they have been playing outside. She actively encourages children to be independent in attending to their personal hygiene. Older children are given the responsibility of preparing snacks and talk to other children about what they would like. All children sit together around the kitchen table and enjoy snacks of fresh fruit and water. Snack time is a sociable occasion that demonstrates the warm family atmosphere that exists between the children and the childminder. The childminder uses this time to talk to children about moving on to new schools and discussing their feelings about this. Consequently, children are emotionally well prepared for the next stage in their learning, such as going to nursery or school.

Children are confident and happy in the childminder's home. They are keen to engage with visitors about their interests and speak of friends at other settings. Children are polite, well mannered and play cooperatively. The childminder teaches children about acceptable behaviour and supports them in learning how to share and take turns. She takes children to groups and on outings and as a result, children learn how to adapt their behaviour to different social situations. The childminder is a good role model and has developed secure attachments with all children. Her friendly and caring approach is instrumental in promoting children's self-esteem and emotional well-being. Children are confident to explore their environment and manage their own risks well. For example, although the childminder closely supervises the children, children carefully manoeuvre up and down the slide, to ensure their safety is fully maintained.

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

The childminder effectively promotes children's safety and well-being. She ensures that her home is safe and secure by carrying out daily visual checks and ensures that all unknown visitors who come into her home are checked for identification. She has a very good knowledge and understanding of how to effectively safeguard children and reminds visitors of her policy about using mobile telephones and cameras in her home. The childminder ensures that she has a current first-aid certificate and public liability insurance to ensure children's safety and welfare are supported. She understands that any persons aged over 16 living in the home, have to be appropriately checked by completing a full Disclosure and Barring Service check.

The childminder reflects on her practice and has successfully addressed the action and recommendation from her previous inspection. She evaluates her setting and as a result, she identifies her priorities for improvement and ensures that these benefit children who attend. She obtains information from parents at the start of the contract regarding who has legal contact for children and who has parental responsibility. She has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She obtains information regarding children's starting points when they first attend. She uses this information well and carries out regular observations, and analyses these to identify and plan for individual children's next steps across the areas of learning. This ensures children are making good progress in their development by providing challenging activities across the seven areas of learning. As a result, the quality of teaching is good. The childminder has a full robust system for risk assessment to ensure children are kept safe. The childminder attends training to enhance her professional development and seeks out relevant courses, which further her knowledge and understanding. Therefore, the childminder constantly builds on opportunities to improve her childminding service and learning opportunities for children.

Partnerships with parents and other professionals are well established. Parents praise the childminder for the service she offers and make comments, for example, 'my child has

come on leaps and bounds with her learning' and 'my child is happy and has settled really well'. The childminder ensures that parents and other professionals are kept well informed of the children's progress by sharing learning journey records and discussing children's progress. She is aware of how to access additional support from wider professionals if this would provide children with further support. Consequently, children's learning and development are promoted well.

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	EY251030
Local authority	Liverpool
Inspection number	819731
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	10/08/2011
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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