

Inspection date	04/12/2014
Previous inspection date	25/01/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides children with an extremely stimulating environment and skilfully uses every situation to maximise their learning opportunities. As a result, children make excellent progress in relation to their starting points.
- The childminder's teaching skills are excellent, and as a result, children are highly motivated to learn, and subsequently, make outstanding progress towards the early learning goals.
- The childminder comprehensively identifies and successfully minimises potential risks. She has an excellent knowledge of the signs and symptoms of abuse and neglect and is fully aware of her responsibility to protect children. This ensures that the children in her care are fully safeguarded.
- Children are highly confident and show an excellent level of independence for their age, as a result of the childminder's excellent practice and a carefully organised learning environment. They show superb cooperative skills when playing together.
- Partnerships with parents are very strong and make a highly effective contribution to meeting all children's individual needs. Self-evaluation and reflective practice is used extremely well to continuously raise standards and drive improvement for the children.

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 to the childminder as appropriate during observations and checked organisational documents, such as training and first-aid certificates, risk assessments and the safeguarding policy.
- The inspector examined children's enrolment records, learning files and checked documents, such as registers and forms to record medication administered.
- The inspector discussed the progress children have made with the childminder to assess her knowledge of children's learning and development.
- The inspector checked the childminder's Disclosure and Barring Service check and the evidence of suitability of other adults living in the home.
- The inspector viewed the areas of the premises used for childminding, discussed self-evaluation and considered the views of parents.

Inspector

Valerie Aspinall

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Wavertree, Liverpool. The whole of the ground floor and the rear garden are used for childminding. The childminder attends local toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enrich the already stimulating outdoor area further to enhance children's developing imagination and speaking skills, for example, by providing more books and additional story-telling props, so they can continue to retell and re-enact stories, outdoors.

Inspection judgements

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

Children thrive and are highly motivated to learn as they participate in challenging activities designed to capture their imagination and interests, in this high quality setting. As a result, they consistently demonstrate the characteristics of effective learning. The childminder's teaching skills are outstanding and she skilfully builds on what children enjoy and can already do, to continually extend their learning in a very natural way. Consequently, children make rapid progress in relation to their starting points. The childminder's expert knowledge of the Early Years Foundation Stage and how children learn best is evident as she supports children throughout the day. For example, children have a wonderful time as they sing along to and join in action rhymes, excitedly saying, 'Again, again'.

There is an extremely sharp focus placed on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children are exceptionally well prepared for the next stage in their learning and school. The childminder teaches children to play cooperatively, take turns, share resources and collaborate in their play. Children are extremely independent as they move around the environment and self-select toys and equipment. They demonstrate excellent social skills as they play cooperatively, negotiate as they play and form special friendships. Children's communication and language development is supported

exceptionally well by the knowledgeable and experienced childminder. For example, she reads stories to children, giving them plenty of time to think and respond to her open-ended questions. Children point out pictures in the books and describe what they see. Young children spontaneously retell their favourite stories in their own words and the childminder gently encourages them, when they hesitate over a particular phrase. When children are looking closely at the array of photographs displayed from various farm visits, the childminder asks if they can remember the noises each animal makes. Consequently, children make exceptional progress in speaking for their age. However, children's fondness for retelling stories is not promoted as effectively outdoors, because in the winter, few books or story-telling props are accessible outdoors to prompt their imagination. The childminder provides extensive opportunities for children to develop their hand-eye coordination. Young children learn to thread beads, because the childminder provides them with pipe cleaners which are easy for them to manipulate. Children practise opening and closing pegs, spreading glue on to paper and drawing their own pictures. As a result, they are being exceptionally well prepared for their future learning, such as school. Children learn about the wider world, because the childminder provides interesting activities, such as, making food for the birds, to hang in the tree in the garden and role playing going to the doctors. Children taste food from around the world to help celebrate various festivals from a range of cultures and are provided with a wide range of resources and visual images to promote their understanding of diversity. Consequently, children are very effectively learning about the similarities and differences between people.

The childminder closely observes what children like to do and responds to their developmental needs by planning the resources, environment and activities to reflect their interests and next steps in their learning. As a result, children are thoroughly engrossed in their play, which keeps them motivated and eager to learn. Each child has an individual learning record which contains detailed observations of significant learning, samples of their work and photographic evidence of their achievements. The childminder gathers detailed information from parents to establish what children can do. She skilfully builds on this information by completing an initial assessment to use as a starting point for their future learning and developmental needs. Parents are fully involved in their children's learning which makes a significant contribution to meeting children's individual needs. They access their children's learning records at any time and are provided with a summary of their activities and progress on a regular basis. Parents are offered many opportunities to contribute to their children's assessment records and share significant experiences, interests and observations of their children's achievements at home. As a result, links between home and the provision are strong and this means that partnerships with parents are highly effective.

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

The childminder is gentle and caring and creates an exciting, stimulating, yet homely environment, where children form very close, strong emotional attachments. She values and respects the individuality of each child which means they feel extremely safe and secure within her setting. Consequently, their emotional needs are exceptionally well met and they are extremely well prepared for the next stage in their learning and eventually

school. The childminder teaches children to adopt a can do attitude and to persevere with tasks which at first they find difficult. For example, with her gentle encouragement, very young children manage to peg up their own name card to show they have arrived. The childminder has an excellent knowledge and understanding of the children that she cares for and their extended families. Photographs of each child's family, friends and pets are proudly displayed for everyone to share. Consequently, children's unique background is celebrated, helping them to feel valued.

The childminder spends time talking to parents in detail about their children's likes, dislikes and daily routines. She provides a highly effective settling-in process to ensure every child feels especially secure. As a result, children demonstrate high levels of independence. For example, they select the resources they want to play with from the accessible storage and get themselves comfortable on the bean bags in the cosy book area. Young children move freely between the garden and the playroom and are becoming adept at taking off their own coats. The childminder role models excellent hygiene practices and teaches children wash their hands after playing in the garden and before eating. Photographs of each child washing their hands are displayed as a reminder and she gives a running commentary as children rub in the soap and rinse their hands. Outdoor play is positively promoted on a daily basis. Young children have ample resources to challenge their developing physical skills and to experience and explore the natural environment. In addition, in order to maintain accreditation as a forest practitioner, the childminder takes children to various parks, woods and farms on a weekly basis. Children are provided with homemade, nutritious, meals and snacks and are encouraged to try new foods. Young children who previously hesitated in tasting new fruit, thoroughly enjoy their snack of kiwi, blueberries and apple because the childminder explains how delicious they are. Consequently, because of the wide range of exciting outdoor adventures they participate in and the healthy routines they follow, young children are very effectively learning the habits they need to establish a healthy lifestyle.

The childminder consistently gives the highest priority to the safety of children and effectively supports them to develop their understanding of how to keep themselves safe. She teaches children road safety rules and as a result, young children confidently tell visitors that 'red means stop and green means go'. The childminder introduces safety messages in a playful way. Children make fire engines out of cardboard boxes and learn to telephone the emergency services. Children aged two years and younger know the telephone number to ring is 999 and to shout 'fire, fire'. When playing in the home corner, children spontaneously say, 'this is hot' and demonstrate blowing, when the childminder asks them what they should do. Children learn to manage their own risks because the childminder teaches them how behave in a safe way in the garden. As a result, they learn to negotiate the steps down to the lawn and up to the decked area independently, and confidently challenge themselves, by jumping down from the deck onto the grass. The childminder is exceptionally skilled at managing children's behaviour. She is calm, softly spoken and patient in her interactions and acts as an excellent role model. She provides clear and consistent boundaries, and as a result, children are cooperative, exceptionally well behaved and respond promptly to her requests.

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

The childminder has an excellent understanding of her role and responsibility to meet the safeguarding, welfare and the learning and development requirements of the Early Years Foundation Stage. The childminder is aware of the potential signs of abuse and knows the procedures to follow if she has concerns about a child's welfare, or an allegation is made against her. The childminder has a detailed, written safeguarding policy, which includes information on the safe use of the internet, mobile phones and cameras. She shares all her policies and procedures with parents when children start in her care. The childminder also has appropriate documentation in place to record details of accidents, incidents and the giving of medication. She updates her knowledge of safeguarding children through attending regular child-protection training, including keeping children safe online. Positive relationships with parents mean excellent channels of communication are in place. This enables her to be fully aware of children's individual needs and family circumstances at all times. Consequently, children's welfare is actively promoted and children are consistently kept safe and well protected.

The childminder demonstrates an extremely high commitment to the children in her care. She consistently seeks out training opportunities to improve her professional development in order to enhance their learning, development and care. For example, she has recently become an accredited forest practitioner as she believes children learn a great deal from being outdoors, experiencing nature. She uses effective self-evaluation systems, which enable her to identify her strengths and areas to continually improve children's learning and well-being. For example, she is aware that extending the range of resources outdoors will enhance opportunities for children to take appropriate risks and be physically challenged. The childminder ensures all areas of learning are covered and that the educational programmes provide stimulating, yet age and stage appropriate challenge for children. Through observation, and gaining care and developmental information from parents, the childminder accurately identifies children's starting points and interests. Effective monitoring of children's achievements enables her to plan individually challenging next steps, to support their learning and development to the highest level.

The childminder has formed excellent relationships with parents and other settings children attend. She keeps parents informed about her practice through daily, verbal exchanges of information, text messages and secure social media sites. Parent's questionnaires highly praise her for the innovative ways in which she supports their children to learn through their play. They comment, for example, that their children have flourished, through attending local play sessions and the exciting trips and activities the childminder provides. The childminder has attended training on the common assessment framework tool and early identification. As a result, she has an excellent understanding of how she would work closely with other agencies, should children need targeted support. She is a member of the local childminding network, which provides a forum for exchanging information and sharing effective practice.

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	EY346556
Local authority	Liverpool
Inspection number	873444
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	25/01/2011
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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