

<b>Inspection date</b>	16/12/2014
Previous inspection date	08/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 develops respectful, mutual relationships with children. As a result, children behave well because they respond positively to the childminder.
- The childminder has good hygiene practices in place and children are kept safe because they are taught how to keep themselves healthy and manage their own risk.
- Children are well supported in mathematics because the childminder uses everyday opportunities to count and recognise numbers with children.
- The childminder makes positive links with parents and other settings that children attend, in preparation for their move to school.

#### **It is not yet outstanding because**

- Children's exploratory skills are not fully maximised. This is because there are fewer open-ended resources readily available for children to choose from, combine and explore imaginatively.
- The childminder does not always maximise opportunities to regularly share the precise detail of children's assessments and next steps in learning with parents. As a result, some opportunities to help them to guide children's learning at home are missed.

## 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 checked evidence of the suitability of household members and the qualifications of the childminder.
- The inspector observed the childminder engage in a range of activities and care routines with the children.
- The inspector spoke with the children and held discussions with the childminder.
- The inspector looked at a selection of policies and procedures.
- The inspector conducted a joint observation with the childminder.

## Inspector

Lisa Bolton

## Full report

### Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in the Birkdale area of Southport. The whole of the ground floor, with the exception of the lounge, is used for childminding. A rear garden is available for outdoor play. The family has a dog as a pet. The childminder attends a toddler group and visits the park on a regular basis. She collects children from the local schools. There are currently three children on roll. Of these, one is in the early years age group. The provision operates term time only, from 7.30am to 6pm, Monday to Friday.

### What the setting needs to do to improve further

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

- enhance children's exploratory skills, for example, by broadening the range of open-ended materials readily available to them
  
- strengthen the already good partnerships with parents, by focusing more precisely on sharing assessments of children's learning and their specific next steps in development, in order to guide children's learning more effectively at home.

## Inspection judgements

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

Children enjoy a varied programme of activities in the childminder's care. This is because the childminder takes children to the toddler group daily, on walks with the dog and to visit local places, like the sand dunes. Children also participate in a suitable range of activities in the childminder's home, which prepare them for their next stage in learning. For example, children are taught to recognise the initial letter sounds of words, using picture card games. As a result, children's developing literacy skills are enhanced. The childminder knows children well because she works closely with them and observes them to assess their progress. She is therefore able to provide suitably challenging activities that they enjoy. Consequently, children are engaged and motivated to participate.

The childminder has a good understanding of how children learn and what skills they need to prepare them well for future learning and school. For example, children are taught to recognise numerals on the oven timer and count biscuits as they bake. Consequently, they are practising practical mathematics in everyday situations. The childminder is skilled at developing children's understanding by explaining why things happen and how things work during activities. The childminder provides a variety of adult-directed activities, as well as times when children are able to choose what they would like to play with and what

they would like to do. However, there are fewer open-ended resources readily available to give children opportunities to choose, combine and explore imaginatively. This means that children's exploratory skills are less well supported in the childminder's home.

The childminder tracks children's progress against age-related milestones. She uses her ongoing observations and assessments to identify children's needs, in order to provide support and close any emerging gaps in children's learning. Parents are informed about their children's learning through daily verbal communication. The childminder also shares a written progress check with parents, for children aged between two and three years. However, the childminder does not always regularly share the precise detail of children's assessments and next steps in learning with parents. As a result, some opportunities to help them to guide children's learning at home are missed.

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

The childminder has a calm manner and this contributes to the relaxed atmosphere within the setting. Children are regularly praised and encouraged, which has a positive effect on their self-esteem and confidence. Strong relationships based on mutual respect between the childminder and children are formed. Children respond positively to the childminder's gentle and supportive guidance. As a result, children behave very well.

The childminder talks to children about what they are eating so they learn to recognise healthy foods. Children learn about the importance of good hygiene practices, such as regular hand washing. They know when to wash their hands, including after stroking the dog. The childminder supports children to learn to recognise risks in the home and on outings. As a result, children are beginning to learn how to keep themselves safe. For example, children learn about the dangers of a hot oven. The childminder promotes children's physical health well. She provides daily opportunities for fresh air and exercise, including visits to the park and walks with the dog.

The childminder helps children to become emotionally well prepared for school. She supports them by encouraging them to work towards greater independence in self-care, as well as developing the appropriate skills and attitudes for learning. She works closely with other settings that children attend, as well as schools that children will move on to. This means that children are consistently taught the skills that will contribute to their learning. For example, children are taught to form the letters of the alphabet, according to the handwriting style used by their school. As a result, children make good progress from their starting points.

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

The childminder fully understands her duty to safeguard children from harm. She has completed relevant child protection training and has a good knowledge and clear written procedures in place regarding child protection. Appropriate Disclosure and Barring Service

checks have been undertaken on all adults living on the premises. The childminder holds a current first-aid certificate and has procedures in place for the administration of medicines and reporting of accidents. She carries out regular fire evacuation practices and conducts risk assessments on activities and outings, to enable children to learn and play in safety.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She attends regular training and is very experienced. As a result, the activities and experiences that she provides for children are matched to their levels of development. She is able to identify where children are progressing at a slower rate and she knows how to support children to make good progress and narrow any gaps in learning. Consequently, she has a positive impact on children's learning.

The childminder uses self-evaluation to identify her strengths and areas for improvement. Her capacity to improve is good and she has made significant improvements since her last inspection. She is proactive in accessing support from the local authority adviser, to guide her practice. The childminder forms close relationships with parents. Daily verbal communication means that children's immediate needs are effectively met. For example, the childminder shows parents how to teach their children to hold a pencil correctly.

### **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>	310630
<b>Local authority</b>	Sefton
<b>Inspection number</b>	818882
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/03/2012
<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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Piccadilly Gate  
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