

Inspection date	08/01/2015
Previous inspection date	15/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 is an effective teacher. She uses methods, such as demonstrating, asking open-ended questions and modelling language to build on children's interests and ideas. Children make good progress as a result.
- The childminder forms secure attachments with children, which effectively promotes their emotional well-being. As a result, they are happy and settled in her care and confidently explore the environment.
- Children are safe and protected from harm because the childminder has a good understanding of safeguarding procedures, assesses risks and has a first-aid certificate.
- Parents are consulted through questionnaires and are kept well informed about the setting through regular newsletters. Children's progress is shared with them verbally and through detailed daily diaries.

It is not yet outstanding because

- The childminder does not provide children with a wide range of outdoor resources during the winter months. This means that children do not have varied learning experiences outdoors on a daily basis, all year round.

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 and children 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, which has been administered.
- The inspector discussed the progress children have made with the childminder to assess her knowledge of their learning and development.
- The inspector checked 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 1993 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, the bathroom on the first floor and the rear garden are used for childminding. The childminder attends various 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 eight children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder is accredited by the local authority to provide funded early education for two-, three- and four-year-old children. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She 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:

- extend the range of resources available in the garden, in order to offer children a wider variety of learning experiences outdoors, during the winter months.

Inspection judgements

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

The childminder provides a caring, friendly and stimulating learning environment. She has a very good knowledge and understanding of how to promote the learning and development of young children. The childminder makes effective use of observations, a detailed 'All about me' form and discussions with parents to identify children's starting points. Regular observations enable her to plan activities, which she knows the children will enjoy. Effective teaching during children's spontaneous play ensures that young children are eager to learn and are positively engaged. The childminder and parents exchange daily verbal feedback about children's care routines and aspects of their ongoing development and interests, which is supplemented with a daily diary for younger children. Parents contribute extensively to the diary, recording activities and special occasions from home. The childminder shares detailed observations and summaries of learning with parents through each child's learning file. Consequently, parents are supported to help their children to continue to learn at home.

The childminder promotes children's communication and language skills very well by listening to them and intervening sensitively. She engages children in discussion by using open-ended questions and giving them plenty of time to respond. The childminder uses descriptive words very well to extend children's growing vocabulary while she demonstrates how to roll the dough. For example, she describes how she's pushing the

rolling pin down and rolling it backwards and forwards. As a result, children say 'Look! I've done a little piece'. In addition, the childminder reads stories and sings songs with children, as a result they make good progress in speaking and listening. The childminder is adept at introducing mathematical concepts into children's play. She counts the number of eyes on the snowmen, names the shapes made in the dough and uses the words more or less during craft activities. As a result, children make very good, age-appropriate progress in mathematics. Children's progress in the prime areas is underpinned effectively by the childminder's encouragement to develop independence. Young children learn to feed themselves with a spoon, serving themselves at mealtimes and to use tools and utensils competently. Consequently, children are well prepared to start school.

The childminder is aware of what children are learning at pre-school and discusses the activities with them. She works alongside teachers to ensure there is a consistent approach to children's development by sharing information about the progress that they are making. For example, the childminder took part in a planned phonics session at the pre-school and received resources to use in her setting. The childminder makes good use of seasonal events to plan interesting experiences, including cooking and creative activities. For example, children enjoy making snowmen and penguins from recycled materials, after a period of snowy weather. The childminder provides a number of resources, which reflect the differences and similarities between people in the wider community. In addition, seasonal activities, such as planting vegetables in the garden and visiting another childminder's allotment, allow children to experience nature at first hand. This, combined with visits to the beach and park, means that children are learning about the world around them.

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

Children are happy and secure in the childminder's care because she is warm and friendly and responds to their needs. When visitors arrive, she introduces them and understands children may be initially wary. As a result, children feel secure knowing the childminder is close at hand for support and they are soon comfortable in the presence of visitors. When they seek reassurance, she cuddles them and they quickly become ready to go on playing. The childminder is particularly good at managing young children's moods and behaviour, appropriate to their age and stage of development. For example, she diverts children's attention when they squabble over the same doll by promptly providing additional dolls, helping them to resume their game together. The childminder gives clear, simple instructions and helps children to pick up the toys before lunch, so they are cooperative and well behaved. They happily complete small tasks, such as using the hand-held vacuum to Hoover up under the craft table. The childminder teaches children to play safely when she gently reminds them not to swing the puppets around and to use the scissors carefully.

To a large extent, children choose what they want to do and the childminder follows their interests. The playroom is bright and cheerful with a very wide range of resources to promote imaginary play as well as plenty of books and puzzles and items to aid children's early communication and writing skills. In addition, there are opportunities for children to access open-ended and natural items for them to investigate and explore. However,

during the winter months, the childminder does not provide a wide variety of resources outdoors for children to access on a daily basis. However, the childminder regularly takes children to activities at the nearby children's centre and other local play sessions where they offer a wide variety of activities. This helps children to develop the social skills, which they need to be part of a larger group. As a result, they are beginning to learn the skills that they will need later on, when they start school. Outdoor play in the garden and frequent visits to the local park offer children a wide range of physically challenging play equipment, which are complemented by sessions at the children's centre. These activities allow young children to be challenged and learn to take age-appropriate risks. Children enjoy healthy meals and snacks, which are freshly prepared and take into account their individual dietary requirements. Children show they are beginning to develop their knowledge of healthy lifestyles when they ask for a drink of water to help them 'cool down' or help to prepare homemade vegetable soup.

The childminder encourages settling-in visits, should she have new children. She spends time talking to parents about their child's needs and development, likes and dislikes and familiar routines. Although, currently, there are no children ready to move onto other settings, such as school, the childminder has a clear understanding of how she would support them emotionally to prepare them.

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

The childminder provides a safe and secure environment where she assesses risks well. She has a good understanding of child protection issues and knows the procedures to follow should she have concerns about a child's welfare. She has a current first-aid certificate, has attended safeguarding training and regularly updates her risk assessments. Effective records are kept of any medicines administered, any accidents and of children's daily attendance. Consequently, children are helped to be safe and they are protected from harm.

The childminder has a good understanding of the learning and development requirements. This ensures that children receive a broad range of experiences to help them to make good progress towards the early learning goals. The educational programme provides interesting and challenging experiences and often complements what children are learning at pre-school. Children make good progress because the childminder is a very effective teacher. The childminder is aware of how to support children if they do not progress as expected by seeking support from the local children's centre staff and outside agencies as necessary.

The childminder is reflective and continues to develop her practice. She has attended recent training courses to update her knowledge of observation and assessment, early intervention and supporting children's communication and language development. This has had a positive impact on children's progress. The childminder is chair of the local childminding network and meets up with the group on a weekly basis. This enables her to share good practice and to keep up to date with current developments in the early years

field. The childminder has evaluated her service, identifying areas for development. For example, she has changed the layout of the ground floor, enabling her to more easily engage with children while she is preparing meals and snacks in the kitchen. She also intends to document more fully the good practice in information sharing that she has established with the local school. The childminder provides parents with a regular newsletter, detailing any new initiatives, planned themes, outings and examples of the activities, which children have enjoyed. Parents' comment very positively on their children's care and education. They say that they feel supported and their children are very happy and make good progress in the childminder's care.

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	322267
Local authority	Liverpool
Inspection number	872143
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15/03/2011
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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