

Inspection date	13/01/2015
Previous inspection date	08/12/2009

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		1
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 warmly engages with children and the quality of teaching is good. She develops and extends their play to promote individual learning. Consequently, children make good progress in their learning and development, and are well prepared for their next stage of education.
- The childminder is skilled and sensitive to children's individual needs. She successfully helps children form extremely strong emotional attachments and feel very secure.
- Partnership working with parents and others is strong. Consequently, relevant information is shared to ensure children's individual needs are met and they benefit from continuity in their care.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. The childminder regularly refreshes her knowledge and understanding to ensure these are accurate and current.

It is not yet outstanding because

- The childminder does not consistently give children sufficient time to think and answer questions themselves.

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 and viewed the resources and equipment available to the children.
- The inspector spoke with the childminder at appropriate times during the inspection and conducted a joint observation with the childminder.
- The inspector looked at a selection of documents, including children's records, policies and procedures.
- The inspector checked evidence of qualifications and suitability of the childminder.
- The inspector took account of the written views of parents.

Inspector

Jean Thomas

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Grassendale, Liverpool. The whole of the ground floor and the front and rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, of whom two are in the early years age group and attend for a variety of sessions. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder holds a formal childcare qualification equivalent to level 3.

What the setting needs to do to improve further

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

- build on opportunities to give children sufficient time to answer questions themselves to further enhance their communication and language development.

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 best learn through play, therefore, teaching is good. She supports their learning through her enthusiastic and confident teaching strategies. The strength of communication between the childminder and the children is a strong basis to support their progress across the seven areas of learning. She generally makes effective use of asking children questions to support their language development, to consolidate their learning and to encourage them to think. However, she does not consistently give children sufficient time to answer before she answers for them. The childminder develops effective partnership working with parents. This ensures there is full opportunity for information to be exchanged to support children's progress and ensure that their individual needs are fully met. Parents have regular access to their child's record of learning maintained by the childminder to review their progress. In addition to these communication systems, daily diaries and newsletters provide parents with further information to continue learning at home. The childminder uses her observations and information from parents to assess the children's stage of development and plan their next steps in learning. The assessment checks, including the required progress check for children between the ages of two and three years, are used effectively to plan for their progress and to identify any gaps in their learning. As a result, children are making good progress towards the early learning goals in relation to their starting points.

Children are developing the characteristics of effective learning. They show deepening levels of concentration as they become absorbed in the play activity of their choice. As critical thinkers they transfer play materials as their play ideas develop. For example, they experiment and discover that the battery-operated train engine and carriage fit onto the track designed for another train engine. Children are delighted with their discovery and they introduce small world play people to their activity and take them on a journey. The children use their problem-solving skills to fit the train and play people through the tunnel and over the bridge. Children are confident to change the direction of their play. They are eager to participate in an adult-led activity linking to the current topic about water. The childminder has frozen sea animal figures in ice. Children pour salt and warm water over the ice and listen to hear the cracking sounds it makes as it melts. The activity gives children opportunity to explore different textures and learn how to use tools safely through the childminder's guidance. Children are confident communicators and engage in conversations using extensive vocabulary. The childminder has completed training to inform her practice to effectively support children's language development. She consistently talks clearly for children to hear the correct pronunciation of words. The childminder uses sign language and visual aids, such as photographs to support individual children's communication skills and their emerging language. Children have many opportunities to develop their early writing skills. For example, there are large indoor wall chalk boards and outdoors, children make marks using a range of utensils as they play in the mud and sand. The childminder responds to children's needs after lunch as they show they are tired and want to rest. She meets their request to sit on the comfortable seating in the playroom and watch television for a short period of time.

The childminder has thoughtfully planned the organisation of the playroom to create an enabling and stimulating environment to motivate children to play and learn. She fully embraces outdoor learning, both at her provision and through outings, in the knowledge that for many children this is the preferred learning environment. Her outdoor area is an exciting place to play and to spark children's natural curiosity to explore and investigate. For example, there is a well-stocked mud kitchen where children use the natural resources of the garden to support their pretend play. The childminder effectively uses outing in the community to continue children's learning. For example, they look at and sound out the letters on signs and hunt for numbers. Children are interested, keen learners and are making good progress in developing the skills they need to prepare them for their next stage of learning, such as moving onto school.

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

The childminder fosters exceptionally strong relationships with children. The highly effective settling-in process is tailored to meet the individual needs of the children. As a result, the move between home and the childminder's care is an extremely positive experience and significantly contributes to them making good progress. The childminder is extremely attentive and caring, and makes an outstanding contribution to the well-being of the children. The exceptional warmth and constant interest of childminder in children's achievements significantly contributes to children feeling valued. The childminder obtains

detailed information from parents when children first start at the provision. This includes children's current routines, needs, likes and dislikes, any special dietary requirements, and children's developmental milestones and achievements. As a result, the childminder is very aware of how to support each child and meet their individual needs. Parents in their written comments refer to how incredibly warm, friendly and welcoming the childminder is to children and themselves. Children are extremely happy and show they feel secure as they hug the childminder. In play children say to the childminder 'I love you' showing their depth of feeling towards her. Children immediately settle into play on arrival. They thoroughly enjoy participating in fun and challenging activities that stimulate their natural curiosity and interests. Their clearly apparent enthusiastic disposition towards play and learning provides children with a strong foundation to support their future moves to pre-school and school.

The childminder is an exemplary role model for children's behaviour. She consistently speaks to children in a calm, respectful and caring manner. Children's self-esteem is significantly raised because the childminder purposefully praises and encourages them to try new activities and develop their independence. The childminder knows when to offer children challenges, allow them to take risks and when to offer support. Therefore, children learn to try things for themselves and develop their desire to learn. The childminder has high aspirations for the children and provides consistent boundaries and excellent explanations to help nurture their understanding of acceptable behaviour. The strong focus on developing children's social skills results in them playing together cooperatively as they develop friendships. The childminder's teaching and a range of resources are used to help children identify and understand their own emotions and others' feelings. Great emphasis is placed on nurturing children's respect towards similarities and differences in the diversity of our society and valuing their own identity. Resources reflecting positive images of diversity are an integral part of the children's everyday play materials to effectively support their understanding.

Children have excellent opportunities to learn about healthy lifestyles. The childminder plans an extensive range of activities and provides resources to promote children's enjoyment of physical exercise. The provision of all-weather clothes enables the children to fully benefit from outdoor activities throughout the year. Parents provide the children's lunches and the childminder prepares healthy snacks. The snack menu provides a variety of tastes and textures and incorporates plenty of fresh fruit and vegetables. The childminder has completed food hygiene training to inform her practice. Robust health and safety procedures are implemented to ensure the environment is clean and children are not at risk of infection. Children learn to manage their own personal needs exceptionally well. Older children confidently and independently use the downstairs toilet facilities and put their indoor shoes on after outdoor activities. Children learn to take responsibility for their environment and personal safety. For example, they remind each other to sit properly on the chairs as they may fall off and hurt themselves.

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

The childminder demonstrates a good knowledge of the safeguarding and welfare requirements. She is committed to keeping children safe and promoting their welfare at all times. The childminder attends safeguarding training to refresh her knowledge. She demonstrates a good understanding of the procedures to follow should she have any child protection concerns. This is supported by a written policy, which is shared with parents, to make them aware of her role and responsibility to protect children from harm. The childminder ensures the environment is safe and secure. The childminder maintains a high level of supervision of the children at all times which significantly contributes to their safety. Children wear high-visibility jackets when on outing to be clearly seen. The childminder holds a current first-aid certificate and is, therefore, qualified to give appropriate treatment in the event of an accident. A first-aid kit is taken on outing to ensure the childminder can effectively attend to minor injuries at any time. As a result, children are kept safe and their needs are met.

The childminder undertakes accurate self-evaluation of her practice and is able to identify strengths and areas she plans to develop further. She has a strong commitment to continuously improve the quality of her provision and regards training as an important aspect to achieve ever higher aspirations. For example, the childminder is planning to complete Forest school training to develop her knowledge to further extend children's outdoor learning experiences. The childminder has implemented the recommendations from the previous inspection. She has improved the children's initial assessment to cover the each area of learning. To address the recommendation regarding safety, the childminder completes comprehensive risk assessments on all areas children have access to and the places they visit. Therefore, she minimises any potential risks to children. For example, as a result of this children wear indoor shoes to prevent the risk of slipping on the wooden floors and to enjoy moving freely when playing.

Partnerships with parents and other professionals are very well established. Information sharing and communication systems ensure that parents are kept very well informed of their children's progress. The childminder works closely with children's key persons at other settings to share information in order to promote continuity and progression in their learning. The childminder seeks feedback from parents regarding the quality of her provision. Highly favourable and positive comments have been written by parents. They refer to the 'fantastic' provision, how happy their children are to attend and they are confident to leave their children in her care. Parents are well informed about the organisation of the provision. The childminder shares her written policies and procedures with parents and information is on display.

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	EY376561
Local authority	Liverpool
Inspection number	858386
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	08/12/2009
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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