

Inspection date	15/01/2015
Previous inspection date	10/10/2011

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 quality of teaching is good. The childminder provides activities that follow children's current learning needs and their individual interests. As a result, children are happily engaged in their play.
- Children form close attachments and build good relationships with the childminder, which fully promotes their well-being.
- The childminder and her assistant have a good understanding of their responsibilities and the procedures for protecting and keeping children safe. They implement robust safeguarding and child protection procedures, which ensure that children are kept safe at all times.
- The childminder reflects on her practice to identify areas for development and improve outcomes for children.

It is not yet outstanding because

- The childminder does not always help children to be fully aware of all the resources that are available or consider how some of these are organised, to maximise their opportunities to make independent choices in their play.
- Children's thinking skills are not always well promoted as the questions posed by the childminder do not always encourage them to consider a variety of responses before answering.

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 viewed all areas of the premises used for childminding.
- The inspector observed children taking part in activities.
- The inspector viewed and discussed with the childminder a sample of documentation and discussed self-evaluation.
- The inspector spoke with the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector checked evidence of qualifications and the suitability of the childminder and her assistant.

Inspector

Kellie Lever

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child and works with a co-childminder and an assistant in a house in the Speke area of Liverpool. The whole of the ground floor, a bedroom on the first floor and the 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 park on a regular basis. She collects children from the local schools and pre-schools. There are currently 18 children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder and her assistant hold an appropriate childcare qualification at level 3. The childminder receives funded early education for two-, three- and four-year-old children. She 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:

- review the organisation of resources to enhance opportunities for children to make more choices from the full range available by, for example, storing dressing up outfits at a height that they can access independently
- develop children's thinking skills further by, for example, asking more open-ended questions that require them to consider a variety of possible responses before answering.

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 the Early Years Foundation Stage and the areas of learning. She uses her well-developed knowledge and experience to provide a stimulating learning environment that meets children's individual needs. As a result, all children make good progress. Children are supported well with their communication and language development because the childminder talks to them purposefully and encourages them to sing songs and listen to stories. However, the childminder and her assistant do not always extend children's thinking skills, for example, by posing open-ended questions that require the consideration of a variety of possible answers. The childminder joins in with children's play and models how to use the resources correctly. She provides activities that follow children's current learning needs and their individual interests. Overall, the quality of teaching is good and children are happily engaged in their play.

Children skilfully and carefully connect together small pieces of jigsaw puzzles. Consequently, they effectively develop their small physical skills and precision. Children freely access books, which helps them to develop a love of stories and an appreciation of print. Children show good levels of concentration as they build structures with blocks. The childminder makes learning fun as children learn mathematical concepts as they sing counting songs. This is extended further when the childminder encourages children to count and asks how many fingers they are holding up if one is taken away. Children have great fun when they spend time outdoors. The childminder encourages children to persist with challenging activities, helping to boost their confidence and self-esteem. For example, children play on a range of equipment, climbing and balancing, which also helps to develop their good physical skills. In addition, the childminder takes children to local toddler groups and the local children's centre, providing further opportunities for them to develop their social skills. Consequently, children enjoy their time in the childminder's care and the good range of activities offered, supports them to develop the key skills needed to prepare them for their next stage in learning and school.

The childminder makes good use of accurate and precise observations across all areas of learning to help her to plan for children's individual learning and to effectively monitor their progress. As a result, gaps in learning are quickly identified and effective support is put in place. The childminder supports children with special educational needs and/or disabilities effectively and she has a good knowledge of how to ensure all activities are inclusive. This means that no child is disadvantaged and all children achieve to their full potential. The childminder establishes children's starting points in their development by liaising closely with parents. This provides her with details of children's current capabilities, enabling her to plan for their learning from the start. Parents are kept informed about children's activities and progress through regular discussions. In addition, parents have frequent opportunities to look through their child's learning journals. The required progress check for children between the age of two and three, is completed by the childminder and is shared with parents at the appropriate time. As a result, parents are involved in their child's learning and are appropriately informed to be able to build on this learning at home.

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

Children form close attachments and build good relationships with the childminder. She works very well with parents to support their children's well-being. This is because the childminder skilfully communicates with parents during their initial visits. Parents share relevant information about their children, including likes, dislikes and care routines. As a result, children are very well supported in their move from their home into the childminder's home, which ensures they settle quickly in their new environment.

The childminder uses a sensitive approach to managing behaviour. She acts as a positive role model and supports children in learning to share, take turns and develop appropriate manners. As a result, children are well behaved because they have clear boundaries and are aware of expected behaviour. Children's efforts and achievements are promptly recognised and praised. This helps children to feel good about what they do and raises

their self-esteem and confidence. The childminder provides a stimulating learning environment, which promotes children's learning in all areas of learning. However, some resources are not stored effectively to make them easily accessible to children. This means that children are not always able to independently identify and select resources for themselves. Despite this, children play happily with the range of toys that are readily accessible.

Children participate in regular fire drills, which helps them to understand how to keep themselves safe in an emergency. For example, children eagerly tell the inspector when the fire alarm sounds that it means danger and they go outside. Furthermore, the childminder gives children the opportunity to assess their own risks as they skilfully walk up and down the stairs. As a result, children are becoming responsible and capable young learners. They are developing the skills and emotional security, which they need to become ready for school. The childminder supports children to learn about healthy habits that promote their well-being. Children take part in planning a very good variety of balanced and nutritious meals and snacks, which helps to develop their understanding of a healthy diet. Children have daily opportunities for fresh air and exercise to ensure they are physically active. As a result, children are learning the habits that contribute to a healthy lifestyle.

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

The childminder and her assistant have a good understanding of their responsibilities to meet the safeguarding and welfare requirements. They have an accurate understanding of what to do in the event of any safeguarding concerns about a child. The childminder and her assistant have completed all relevant training, such as safeguarding and first aid. The childminder ensures that all people working with her have had their suitability checked. A range of relevant policies and procedures underpin the welfare and safety of children attending. Daily risk assessments are completed and used to minimise any hazards to children. As a result, children are kept safe at all times.

The childminder has a good understanding of the learning and development requirements and translates her knowledge effectively into practice. She creates learning journey records with an overview of children's experiences, to share with parents. Assessments are accurate and the childminder reviews them regularly to ensure there is a broad programme of activities. This enables the childminder to highlight any possible gaps in children's learning and plan appropriate interventions to support each child. The childminder's planning is tailored to meet the needs of individual children with clear and concise observations, which take account of the next steps in their development. The childminder demonstrates a strong commitment to driving improvement. As a result, she has effectively met the recommendations raised at her last inspection. Through careful monitoring and evaluation, the childminder reflects on her practice to identify areas for improvement outcomes for children. Her future plans include adding a large chalk board to further enrich outside play. The childminder has commitment towards developing her practice, her own professional development and that of her assistant. Induction procedures are effective in supporting the assistant to settle-in and work effectively in her

role. She receives regular supervisions and opportunities to extend her knowledge by attending training specific to her needs. Ongoing discussions are carried out between the childminder and her assistant as she mentors her and models best practice. As a result, the assistant's practice is good and the childminder actively supports her in maintaining a good quality provision.

The childminder values the good partnerships with parents. She keeps them well informed about the children and their progress. She encourages parents to be involved in their children's learning. Consequently, children benefit from this partnership as the childminder is supported in planning for their learning and development needs and her work is often continued at home. Parents are very appreciative of the work of the childminder and speak highly about the quality of care and education, which their children receive. The childminder works well in partnership with other professionals and agencies, such as speech therapists, to provide appropriate support to further promote good outcomes for all children. This consistent approach helps children to make good progress in readiness for the next stage in their learning, for example, school.

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	EY425341
Local authority	Liverpool
Inspection number	874476
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	18
Name of provider	
Date of previous inspection	10/10/2011
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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