

<b>Inspection date</b>	28 January 2015
Previous inspection date	5 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has a good knowledge of the different aspects of children's learning. She uses this knowledge effectively to plan interesting activities that support children's learning.
- Children understand how to keep themselves safe and healthy during play, care and daily routines by following good hygiene routines, eating healthy snacks and meals and taking plenty of exercise in the fresh air.
- The childminder has a good understanding of safeguarding, underpinned by the comprehensive policies and procedures that are shared with parents. She is aware of her role and responsibilities in promoting children's welfare should she have any child protection concerns.
- The childminder has a strong commitment to developing her provision. She regularly attends appropriate training and uses the views of parents and children to bring about positive changes that benefit them.

### It is not yet outstanding because:

- The childminder does not always encourage children to help in setting-up and tidying away activities, which results in fewer opportunities to promote their independence.
- The childminder has not fully explored opportunities to develop the outdoor environment, in order to build on children's natural curiosity, their interest in the living world, and develop their awareness and understanding of print, numbers, colours and shapes.

## What the setting needs to do to improve further

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

- encourage children to be more independent by helping to set-up and tidy away activities at every opportunity throughout the session
- develop the outdoor environment by creating more opportunities for children to investigate and learn about the living world, and increase their awareness and understanding of print, numbers, colours and shapes through the use of appropriate activities and resources.

### Inspection activities

- The inspector observed play, teaching and learning opportunities indoors and at snack time and lunchtimes.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at documentation and a selection of policies and procedures, including children's information, risk assessments, certificates and evidence of the childminder's suitability.
- The inspector took account of the information provided in written and verbal feedback from parents.

### Inspector

Susan Hopper

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder has a good understanding of how children learn and develop and provides a wide variety of activities. The indoor environment is bright and welcoming. Children freely access the toys and equipment that they wish to play with. They are excited to take part in the 'Three little pigs' activity, sorting the resources, joining in with the story and building houses with plastic building blocks. The childminder introduces new words and helps children to explore their meaning. She encourages them to practise their counting skills and develop their problem-solving skills by asking them how to build the pigs' houses out of straw and sticks. The outdoor environment provides opportunities for children to develop their physical skills riding on bicycles and cars and playing on slides and in the playhouse. However, children have few opportunities to grow plants and flowers outdoors and learn about living creatures. There are no resources or displays outdoors to support children's developing awareness of print, numbers, colours and shapes. Opportunities to investigate the living world and develop awareness of print, numbers, colours and shapes have not been fully developed in the outdoor environment. The childminder effectively monitors children's progress and development. She regularly shares this information with parents to ensure that learning is supported at home and children new to the setting make rapid progress through individualised learning plans.

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

Children are settled and at ease in the childminder's care. The childminder is a good role model, responding positively to the children and ensuring that they are developing an understanding of respect and good manners through daily routines and activities. Children are not always asked to help with the setting-up and the tidying away of activities, which reduces opportunities for them to develop their independence and sense of responsibility. The childminder helps children to develop their social skills and confidence by visiting local toddler groups. Children develop their understanding of the wider community through visits to local places of interest and the museum for an exhibition about India. Children regularly take part in fire drill activities, which help them to understand how to keep themselves safe in an emergency.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Risk assessments for the home, garden and outings are in place and the childminder checks the premises daily to ensure that the children are safe at all times. The childminder uses self-evaluation procedures to identify strengths and weaknesses of her setting and involves parents and children in her evaluation through discussion and the use of regular questionnaires. Partnerships with parents and other settings that the children attend, help to promote continuity of care and learning for them. The childminder effectively assesses and tracks children's progress. Children's individual needs are well met and they are prepared for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY336362
<b>Local authority</b>	Sefton
<b>Inspection number</b>	820654
<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>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 October 2010
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Formby, Merseyside. She operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays.

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