

Inspection date	17/07/2013
Previous inspection date	10/11/2011

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 provides a safe, warm, stimulating environment where children feel happy and secure. Consequently, they form strong positive relationships with the childminder and with each other.
- Children's language development is given high priority. They have many excellent opportunities to develop their speech and language, and extend their vocabulary through a variety of activities including stories, songs and rhymes. As a result, children become confident speakers.
- Children make rapid progress because the childminder knows and understands their starting points. She makes excellent observations and takes into account the children's individual needs when planning for their development.
- The childminder has very effective, proactive partnerships with parents, carers and other early years professionals. She provides continuity of care and expertly extends learning and development opportunities. Consequently children become active learners and are well prepared for the next stage of education.
- Children's behaviour is exemplary because the childminder is an excellent role model. She has high expectations of children's behaviour and shares her ethos with children and families.

It is not yet outstanding because

- Children's investigative and exploration skills are not fully extended through play.

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 looked at children's learning journey records, planning documentation and scrutinised a range of policies including those for safeguarding.
- The inspector considered the range, relevance and accessibility of resources.
- The inspector talked with the childminder, co-childminder and children throughout the inspection and carried out joint observations.
- The inspector observed children's play both indoors and outdoors, including adult-led and child-initiated activities.
- The inspector took into account the views of parents and other professionals from discussion on the day and written comments received.

Inspector

Dorothy Williams

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who is a co-childminder and two children aged five and seven years in a house in Wavertree, Liverpool. The whole of the ground 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 three 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 7am to 6pm every day except bank holidays and family holidays. She provides weekend and overnight care on request. The childminder is a qualified teacher, member of the Professional Association of Childcare and Early Years and an accredited member of the Liverpool Childminding Network.

What the setting needs to do to improve further

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

- extend children's exploration and investigative skills further, for example, by providing a range of natural materials and additional resources, such as magnifying glasses, torches and bug boxes.

Inspection judgements

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

The childminder has an excellent in-depth knowledge of the Early Years Foundation Stage and how children learn. The play areas contain a wide range of high quality resources which are well labelled and accessible to the children. The childminder provides rich and varied experiences, such as trips to the market place, outings to, and with, the local children's centre, library sessions, the park and local places of interest. These activities capture children's imagination, challenge their skills and extend their play. As a result, children are highly motivated and eager to learn. Children readily select activities and share them with each other as they build with blocks and see how high they can build. They complete jigsaws and use dough to make models. In this way children learn to solve problems and think critically.

The childminder has a very strong focus on language acquisition. She prepares well for children with difficulties in this aspect of their development. She caters for children with

English as an additional language and uses her skills to sensitively introduce new vocabulary and encourage language development. The childminder is fluent in several languages; she interprets home language and repeats words in English. For instance, she greets children in several languages, has visual timetables, dual language signs and posters. She encourages children to use extended sentences. For example, when they respond to questions, such as 'Would you like some fruit' she encourages them to reply 'Yes please I would like...'. She talks quietly and calmly about everyday routines and what children are doing as they play. Children love to read. They bring books to the childminder and cuddle in on the chair while she reads to them. They look at pictures and sing familiar songs and rhymes together, in English and in Chinese. As a result, children make very good progress in a relatively short period of time. Their vocabulary increases and they begin to speak with confidence.

The childminder makes excellent individual 'learning journeys' for each child that give details of what they can do, and their next steps for learning. She meets with parents before their children start and collects useful information about all areas of their development including cultural, medical and dietary needs. Each child's starting point is noted on a tracking sheet. Planning is based on the child's interest and stage of development. For instance, children with interest in planets or trains are provided with a variety of resources, such as factual books, picture books, trips to the train station and a variety of maps. Well-written snapshots and in-depth observations are enhanced by photographs and examples of achievement in each area. The childminder, and her co-minder, moderate their observations of children's activities and carefully link these to their next steps for learning. However, there is scope to further enhance children's exploration and investigative skills with the addition of more resources to promote children's curiosity.

Assessment is clear, precise and includes all those involved with the children. The childminder makes good use of the progress check at age two when recording achievements. The files are regularly shared with parents and other settings. She gives excellent feedback to parents on a daily basis including ideas for continuation of learning. In this way parents know what their child has done during the day and can continue activities at home. Links with local schools and other settings enable children to share resources and activities with a wide range of children. As a result, children make very good progress in relation to their starting points.

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

Children settle well into the setting because the childminder and her co-minder take time to meet families and establish relationships at an early stage. She understands children's likes and dislikes and their cultural backgrounds and needs. The warm, welcoming and stimulating environment provides children with areas for active play and for relaxation. The rooms are well resourced with a wide range of activities for children to share. Children form very good relationships with each other and express their feelings with a smile or a hug.

The childminder is highly skilled in supporting children to form secure emotional

attachments as she listens to children, gives them lots of attention and spends time with each child individually, during the session. The children confidently move from room to room but also seek the childminder to share achievements or for support. When 'writing' or drawing they bring their creations to her. They tell her about their pictures or ask if they have 'made the letters right'. Childminder gives effusive praise, such as 'Wow, look at the line of planets' or 'Amazing, you have made Chinese symbols and English letters well done'. This enables children to gain confidence and self-esteem.

Children are provided with a wide range of nutritious healthy meals and snacks prepared daily by the childminder and her co-minder on a rota basis. Water is available both inside and out. Children readily access their own cups and ask for a refill as needed. The menu plan is shared with parents and dietary needs are well met. Children sit at the table for meals and snack and enjoy fruit and sliced vegetables. At lunchtime, homemade soup is enhanced with bread and fruit or yoghurt. Children have regular trips to the fruit and vegetable market where they choose their own fruit and vegetables, buy them and carry them back to the setting. In this way children are learning skills for the future, and are gaining confidence to try new and interesting produce.

Children manage their own hygiene very well. They confidently use the bathroom and wash their hands using their own, or paper towels, for drying. When sneezing, children use tissues and dispose of them in the bin. They talk about germs and the need to wash their hands before eating and after playing outside. Hand gel is readily available and children use this many times throughout the session.

The childminder takes children on regular outings to the local park, children centre and play area. This enables children to extend their physical activities on large play equipment and to develop their skills in climbing, jumping, balancing and running. Attending play sessions in the library and children centre further enhances children's physical development. They learn to take risks in familiar environments and as a result are kept safe and enjoy their extended activities. Children's behaviour is exemplary because the childminder has high expectations and is an excellent role model. She is consistent and fair in her approach to children and treats them with respect. She insists on good manners, such as greeting visitors and offering a handshake, using 'please' and 'thank you,' sharing toys, and being aware of the needs of others. When children are tired or resting she encourages quiet activities and calmness.

Children are aware of the needs of others with different abilities or cultural backgrounds. They support national charities, turn the role play into a children's hospital and use teddies as patients. They learn about life in other countries through books and life stories. This gives children a sense of self-worth and belonging. The childminder has very strong relationships with parents and gives excellent support to families of children in her care. Parents are effusive in their praise of the care and support they receive from the childminder and her co-minder. Parents comment: 'We are so lucky to have found her. Because of her dual language our child does not have to worry about communication. His English is amazing since attending Nights and Days' and 'The delicious meals, love and patience have let my child enjoy life again'. Furthermore, other parents state that 'she provides a very high level of care and support. She allows my child to think for himself, to follow his interests and to just enjoy all the activities he can' and 'Even though I am only

in England for short time, the childminder and co-minder have given my child a secure stable place to be after lots of change. I thank them both for their willingness to be there for us'. Parents feel that their children are very well prepared for their next stage of education because the childminder gives them a very positive attitude and a good start to learning.

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

The childminder works with her husband who is also a registered childminder. Their ethos and approach is to put the children at the heart of their practice. As a result of her experience the childminder appreciates the qualities of good leadership and has set high standards for herself and the children in her care. Together, the team have the drive and determination to achieve excellence and maintain this over a long period of time. The childminder fully understands her responsibility to make sure that her provision meets the requirements of the Early Years Foundation Stage. She has effective, robust safeguarding, risk assessments and a range of well-written policies and procedures in place to ensure children's safety at all times. Parents are given copies of the policies in a clear handbook which sets out the ethos of the setting.

All staff working with children are subject to disclosure and barring checks and are safe to work with children. The childminder has completed all the required training plus a range of courses to enhance her provision, such as 'Health and Safety at work', 'Special Educational Needs' and 'Tot's Talk'. She is an accredited member of the local childminding network and regularly supports other childminders and plans and delivers presentations and training at the local children's centre. As a result, the childminder together with her co-minder deliver an in-depth, effective educational programme.

Observations, planning and assessments are very detailed. Children's progress is effectively monitored, moderated and tracked. This ensures early identification of children's needs and continued improvement and achievement in all learning areas. The childminder takes very positive steps to support individual needs and works effectively with parents and other professionals to ensure that children's needs are well met. Through partnerships with local schools the childminder effectively prepares children for their next steps in learning. She facilitates visits and supports families and shares information. This gives children a very positive attitude towards change and allows them to progress easily to the next setting.

The childminder and co-minder effectively evaluate the setting. Previous recommendations have been fully addressed as children are aware of differences and disabilities through activities, planned topics, well displayed photographs and posters and the addition of small world resources. Risk assessments are well written and in place for all outings and areas where childminding takes place. The self-evaluation includes comments from parents, early years' professionals and other support staff. It is a working document which sets out clear targets for improvement and plans for the future. These include extending the outdoor provision and employing an assistant. In this way the childminder shows excellent knowledge and understanding of her role. The children in her care benefit from a safe,

secure, inclusive and happy environment. She has a very strong ethos and clearly demonstrates a strong capacity to continue to excel in all areas of her provision.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY419625
Local authority	Liverpool
Inspection number	924523
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	10/11/2011
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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