

Inspection date	07/01/2013
Previous inspection date	12/01/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder is caring for more children in the early years age range than allowed. This has a negative impact on their well-being. It also prevents them from learning effectively because the childminder is unable to provide each child with sufficient levels of attention to meet their needs.
- Risks to children's health and safety are not fully minimised by the childminder with specific regard to outings and the childminder's dogs. The large number of children prevents the childminder from supervising them safely when walking to and from her home. The dogs have regular access to children's play areas and equipment, which have not been risk assessed to promote hygiene.
- The childminder is unable to assess whether children are moving forward in their learning, because she does not fully understand how to extend their play using assessment and planning challenging experiences.

It has the following strengths

- Children are at ease in the childminder's home because she displays a kind, caring nature.
- The childminder has a suitable knowledge of safeguarding procedures, which helps to protect children from possible abuse and neglect.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 indoor play opportunities and looked at the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including attendance registers and the childminder's child protection policy.
- The inspector took into account the views of parents.

Inspector

Rachel Deputy

Full Report

Information about the setting

The childminder was originally registered in 1983 and registered again in 1998. She lives with her husband, one adult child and a 15-year-old child, in the Knowsley area of Liverpool. Children have access to the ground floor and first floor bathroom of the childminder's home. There is a fully enclosed garden available for outside play. The family has two dogs.

There are currently 17 children on roll, of whom 10 are within the early years age range. All of the children attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder is able to take and collect children from the local school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the requirement relating to the childminder caring for a maximum of six children under the age of eight years, of whom three may be young children, is always met
- ensure the good health and safety of children is maintained with regard to fully assessing the risk that the childminder's dogs pose to children and ensuring further action is taken to protect their well-being
- develop the educational programmes to ensure the seven areas of learning are implemented through planned, purposeful play experiences; and develop the process of ongoing assessment to identify each child's level of achievement and use this information to help them make progress
- develop the risk assessment process to ensure that potential risks to children on outings are considered and effective steps are taken to minimise these.

Inspection judgements

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

The childminder cares for considerably more children in the early years age range than allowed. As a result, she is unable to provide each child with challenging and enjoyable play experiences to meet their needs. The childminder is not always able to manage the high numbers of children on roll without additional support. This prevents her from spending quality time with each child. For example, the childminder manages large groups of children by seeking support from members of her family and allowing them to watch the television. This means that she is unable to spend enough time with individual children to fully extend and develop their play. As a result, activities provided are not always suitable for children's ages and stages of development.

Ongoing observational assessments are not used to track children's progress from their starting points within the seven areas of learning. They are also not used to plan future

learning experiences to ensure that every child is achieving to their full potential. Children are provided with access to a developmentally appropriate range of toys and resources. However, the high number of children attending further hinders their development because the areas used for play are not big enough for the number of children present. For example, at times, the childminder provides care for six more young children than she is allowed to. This impacts on the space available and prevents children from moving freely around the room as they access their toys. It also prevents them from using them appropriately.

Children's language skills are encouraged as the childminder talks to them as they play. She extends some conversations that children raise, for example, when babies attempt to babble and point to objects, she names them and introduces new words. When children shows an interest in the large numbered play-mat, the childminder counts the numbers out loud and they copy her. They count the number of pencils on the table and talk about some of the different colours. This helps to support children with some learning around early mathematics. Young children are developing an understanding of technology because they have access to the computer daily. They also enjoy playing on games consoles. Children have a garden to play in, but do not have planned outdoor learning. This means that their physical development is not fully supported. They do visit other settings, such as a music group each week, which helps to develop their language and physical skills through song, rhythm and movement. They also visit a toddler group, which helps children to learn to socialise with other children and adults and to develop confidence for when they move on to nursery or to school.

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

Children's emotional well-being and safety not being adequately promoted due to the negative impact of the childminder caring for more younger children than allowed. For example, with so many children present, babies sleep times are interrupted by noise. Older children bring toys to the childminder's home that are not appropriate for use around babies. For instance, they bring a game containing marbles, which are a choking hazard. During busier periods, the childminder cannot properly supervise the use of all of the play equipment and babies, therefore, are put at risk. However, children show security in the childminder's care because she has a warm, caring nature, which children respond well to. The childminder knows the children in her care well and respects their individual beliefs and identities. Babies are given cuddles, providing them with some comfort and they are reassured when visitors arrive. Children present during inspection display good behaviour and play alongside each other well. The childminder tries to manage behaviour by distracting children, using positive reinforcement and explaining to them about the importance of sharing. However, when the childminder has too many children present at one time, she is not able to effectively reinforce these messages.

Children are encouraged to develop some aspects of a healthy lifestyle through daily opportunities to play outside and through the adequate promotion of healthy eating. Children are beginning to recognise their own personal hygiene needs. The childminder encouraging them to develop their independence with toileting when appropriate. The childminder shares information with other providers to ease children's transition when they

move onto other settings or school. She also discusses information with children to prepare them for their move to school.

The childminder takes children on lots of outings to develop their understanding of the wider world and their local community. However, she does not carry out a risk assessment before taking children on outings and takes more children than she is allowed to. Consequently, risks to children are not appropriately managed.

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

The childminder's leadership and management skills are inadequate. She has failed to ensure that she is meeting all requirements of the Early Years Foundation Stage and to make sure children are fully safeguarded and their welfare maintained. The childminder caring for more children in the early years age range than allowed has a significant negative impact on their overall welfare, care, learning and development. The childminder evaluates her skills and attends some training, identifying some areas requiring further development. This leads to children benefitting from improved practice in these areas. The childminder obtains and shares some relevant information with parents, carers and other providers. She uses the information she obtains to try and ensure children's individual routines are met with regard to feeding and sleeping. A full range of appropriate policies and procedures are made available to parents. Also the childminder holds daily discussions with parents to advise them of their children's daily care routines.

Arrangements for safeguarding are not effective in all areas to ensure the full protection of children. The childminder has a satisfactory understanding of the procedures to follow if she suspects a child is being abused or neglected, which protects them from potential harm in this instance.

Supervision of children is generally adequate and the childminder confirms that children remain in her sight at all times on outings. Most documents are in place and completed with necessary information. Although, the childminder risk assesses some areas of her provision to try and minimise potential hazards, she does not effectively do this all of the time. For example, the childminder fails to identify the potential dangers to children when on outings that may pose a health and safety risk to them. Therefore, she does not always take enough action to minimise this risk to try and prevent children from having an accident and injuring themselves. Also the childminder has not fully assessed the potential risks her dogs pose to children's health and safety. For example, the dogs regularly walk near to children's toys and sit on the furniture provided. Although, the childminder states that she ensures the resources are cleaned on a weekly basis, the babies continually place toys and resources, which may have been exposed to the dogs, into their mouths. The childminder also fails to recognise the potential increased risks to children when she is caring for more children than allowed. For example, space is limited and is further reduced as the dogs regularly come and sit or lay in the room where children play.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (Welfare of the children being cared for).
- take action as specified above (Welfare of the children being cared for).

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. 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	313034
Local authority	Knowsley
Inspection number	894380
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	12/01/2011
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 that are usually their 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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