

Inspection date	13/05/2013
Previous inspection date	15/02/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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 does not understand the learning and development requirements of the Early Years Foundation Stage. Consequently, there is no assessment of what children can already do or planning for their continuing development.
- The childminder does not have sufficient knowledge of safeguarding procedures to ensure that children are adequately safeguarded and protected from harm.
- Resources are limited and not easily accessible or set out in ways that catch children's interest and encourage them to move and combine things in a variety of ways.
- Attendance records do not indicate exact times that children arrive and leave the childminder's care. This compromises children's safety.
- Self-evaluation is not effective. Strengths and weaknesses are not identified, therefore, the capacity for improvement is poor.
- The partnerships with parents and others are not well established to ensure that information is routinely shared to support children's learning and development well.
- The childminder does not fully support children's growing independence. For example, by allowing children, who are able, to take care of their own toileting needs.

It has the following strengths

- Children are settled in the provision, they approach the childminder confidently and are obviously happy, comfortable and content in her care.

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 children at play with the childminder.
- The inspector sampled records and documentation.
- The inspector took account of the written views of parents.
- The inspector asked the childminder questions to support the observations and documentation.

Inspector

Linda Shore

Full Report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in a house in Wallasey, Wirral and uses the whole of the ground floor, upstairs bathroom and bedroom and the rear garden for childminding. The childminder attends local soft play and toddler groups and visits local shops and parks regularly. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, five are in the early years age group who attend for a variety of sessions and seven are school-aged children who attend before and after school. She provides care all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- provide challenging and enjoyable experiences for children in all areas of learning by: developing knowledge and understanding of the learning and development requirements; using robust observation and assessment of children's learning to identify their emerging needs and the next steps in their learning
- update knowledge and understanding of safeguarding procedures and ensure policies and procedures are in line with the requirements of the Statutory Framework for the Early Years Foundation Stage and the Local Safeguarding Children Board
- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance
- implement a two-way flow of information with parents and other settings children attend, to ensure a consistent approach to children's learning and development
- foster a culture of continuous improvement using self-evaluation to identify areas for development to improve the provision for all children.

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

- present resources in ways that encourage children to move and combine them in a variety of ways to help them to become more deeply involved in their learning
- support children's growing independence as they do things for themselves, such as looking after their own personal care.

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

The childminder is not aware of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, she does not have sufficient knowledge of the areas of learning and development to ensure that children are provided with an adequate range of challenging learning experiences to promote their progress towards the early learning goals. The childminder sometimes observes children's play, but her lack of understanding means that her observations are not used to assess the children's progress or to plan for individual children's development and learning. As a

result, children do not make sufficient progress, given their starting points and capabilities, to prepare them for their next stage of learning, such as moving onto school. The childminder provides children with the chance to make some choices about what they want to play with but she does not use effective teaching strategies to sufficiently build upon children's interests to extend their learning. Children respond to her friendly approach and are comfortable in her care. The childminder talks to children and encourages them to engage in meaningful conversations and they enjoy story time at the local library. This all helps them to extend vocabulary and develop communication skills.

Attendance at community groups gives children the opportunity to play in larger groups, which helps with their transition into nursery. It also allows them to use additional equipment to supplement the childminder's somewhat limited variety to support their development. Children engage in role play based on first-hand experiences, which develops their imagination and understand their world. For example, they decide to do some ironing. This is supported by the childminder who provides clothes for them to iron and makes a washing line for them to peg the washing on. Young children have opportunities to play with interactive computer toys. This means that they are developing skills for the future and learning the basics of computer technology. Children learn to count and calculate through everyday routines, such as mealtimes. For example, they count how many items are left in the bag. Decorating cakes and biscuits gives children the chance to make their own designs. However, creative activities are very prescriptive with the childminder overly guiding what the children do, so that they cannot explore and experiment with their own ideas. The childminder supports children's interest in how things work. For example, she models curiosity as she investigates how the 'lift' works on the playhouse.

The childminder has strong and trusting relationships with parents. However, effective arrangements to engage parents fully in their children's learning and development are not in place. This is because the observation and assessment of children's progress is very limited. Therefore, the childminder is unable to keep parents fully informed about their children's achievements and progress. This hinders the ability of the childminder and parents to work together fully to support children in reaching their full potential.

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

Although the childminder has limited knowledge of how to assess children and effectively promotes their learning and development in the three prime areas of learning, she does have experience of caring for children. Therefore, she is able to meet children's basic care needs. However, children's self-care skills and independence are not well promoted as resources are not always easily accessible. For example, books are stored in one box underneath another and pencils, paper and craft resources are in cupboards. Although, cupboards are at child-height, resources are not visible to help ignite children's interest and encourage them to move and combine them. This hinders children's creativity and ability to follow their own play.

Children behave well as the childminder supports them in knowing right from wrong and helps them to share and take turns as they play together. Their growing independence is

less well supported as the childminder does not consistently encourage them to do things for themselves. For example, children who are fully toilet trained are not encouraged to tend to their own needs, such as pulling their own pants down and up.

Children have obviously developed attachments to the childminder and they clearly enjoy her company. She liaises with parents to ensure that she has information about children's likes, dislikes and individual needs. The childminder obtains information from parents to enable her to meet individual care needs, such as their dietary requirements. She works very closely with families to support the children during difficult life experiences.

Children move around the home confidently. All childminding areas and resources are clean and well maintained. This helps to reduce the risk of cross-infection and keep children safe. The childminder takes children to school with her to collect older children, and this familiarity helps to begin to prepare them for their own transition to school. Children are becoming self-assured as they confidently approach the childminder and enjoy a cuddle or support for their play. Suitable provision is made for children to exercise and enjoy the fresh air. The childminder takes children out on a daily basis and uses local parks, so that they can benefit from using a range of different equipment. Snacks are suitably healthy and children are given sufficient drinks to ensure that they are hydrated. This means that children are learning the benefits of a healthy active lifestyle.

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

The childminder does not have an adequate knowledge of the Statutory Framework for the Early Years Foundation Stage. Consequently, her knowledge and understanding of the requirements that all early years providers must meet, is inadequate. This results in poor monitoring of children's progress and limits the childminder's ability to identify any gaps in children's learning. The educational programme does not cover the seven areas of learning with sufficient breadth or depth to enable children to make satisfactory progress in all areas. Although, the childminder knows the children well, observation and assessment is not used to gain an accurate understanding of children's abilities, so their next steps can be planned for.

Children are not fully safeguarded and some legal requirements for both the Early Years Register and the compulsory and voluntary part of the Childcare Register are not met. Although, the childminder has a sound awareness of the signs and indicators of potential abuse, she does not have up-to-date knowledge or information about the Local Safeguarding Children Board procedures to enable her to act effectively and promptly if she was concerned about a child's welfare. In addition, her safeguarding procedures do not reflect the requirement to manage the use of mobile telephones and cameras. The childminder keeps a list of children who attend the setting each day, however, this does not record the precise hours that children are in her care. As a result, children are not being safeguarded by the robust implementation of all the necessary policies and procedures. The childminder conducts risk assessments and ensures that the home and garden is safe for children to play in. Suitable procedures are in place for the safe administration of any medication if required and the childminder has completed first aid

training. As a result, she is aware of the action to take in a medical emergency.

The childminder forms friendly relationships with parents. Written comments on cards and letters from them are positive. She exchanges information with parents on a daily basis about children's care needs but does not share information about children's learning. The childminder has not developed effective partnerships with nursery staff where children attend other settings, to secure continuity in their learning and development.

The childminder is willing to change and adapt her practice as required to meet the care needs of children. However, self-evaluation is not used to identify areas of weakness and she is unaware of the recent changes to the Early Years Foundation Stage, which limits her ability to consistently improve her service. As a result, she is unable to adequately support and consistently improve the learning and development of all children in her care.

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:

- keep, implement and share with parents, a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children)
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints).
- take action as specified in the compulsory section of the report (Arrangements for Safeguarding Children, Procedures for dealing with complaints).

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	306210
Local authority	Wirral
Inspection number	818769
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	15/02/2011
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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