

Inspection date	06/11/2013
Previous inspection date	02/05/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	Not Met
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's understanding of the Statutory framework for the Early Years Foundation Stage safeguarding and welfare requirements is poor. As a result, procedures are not in place should allegations against the childminder arise and several specific legal requirements are not being met, which compromises children's safety and well-being.
- The childminder has insufficient knowledge and understanding of how to implement the learning and development requirements and how to provide targeted and challenging activities. Consequently, it is difficult to identify whether children make sufficient progress in their learning.
- The childminder does not attend regular training to update her skills and knowledge. Consequently, she does not have a clear understanding of her role and responsibilities.
- The childminder demonstrates a limited capacity to improve as she is not focused on driving and securing improvement. She does not have effective systems of self-evaluation in place. She has not reflected on her service or planned for future developments to benefit children.

It has the following strengths

- Children are welcomed into a warm and friendly home where they enjoy their time with the childminder. They have built good relationships with the childminder, which means that they feel safe and secure.

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 spoke to the childminder and children at appropriate times during the inspection.
- Documentation was viewed by the inspector, including registration forms and policies and procedures.
- The inspector observed the children playing in the lounge and dining area and while eating a snack.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Rachel Deputy

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in Allerton, Liverpool. The whole of the ground floor of the childminder's house is used for childminding. The rear garden is available for outdoor play. The childminder is able to take children to and collect them from local schools. The family has no pets.

The childminder exclusively provides care for school age children, term time only. There are currently three children attending, who are in the early years age group. The childminder also offers care to children aged over five years. The childminder is a member of the Professional Association for Childcare and Early Education.

What the setting needs to do to improve further

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

- ensure that appropriate training is attended to gain a clear understanding of a childminder's role and responsibilities; with particular regard to the Safeguarding and Welfare Requirements of the Statutory framework for the Early Years Foundation Stage
- ensure that the safeguarding policy and procedure includes an explanation of what action will be taken in the event of an allegation being made against the childminder and how mobile telephones and cameras will be used safely and appropriately in the setting
- ensure risk assessments clearly show how risks to children will be removed or minimised; review these regularly to ensure they identify those things that need to be checked on a regular basis, including children's play activities in the home and outside
- increase knowledge and understanding of the Early Years Foundation Stage Learning and Development requirements and how to use observations and assessments to plan learning opportunities that are tailored to meet children's individual learning needs and interests
- ensure that appropriate information is obtained from parents prior to children starting at the setting, with particular regard to who has parental responsibility for each child.

Inspection judgements

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

The childminder does not have sufficient knowledge and understanding of the learning and development requirements of the revised Statutory framework for the Early Years Foundation Stage or her roles and responsibilities. Although, some observations are made on children, these are not assessed or used to inform planning. As a result, the planning does not effectively match children's learning needs or interests. As a result, the childminder has limited knowledge of the progress made by children during their time in her care. She does not attempt to obtain this information from the other settings that children attend, such as their school. Therefore, it is not known whether children are making as much progress as they could towards the early learning goals.

The childminder talks with parents daily about what their child has enjoyed during their time with her and whether or not they have learnt something new. For example, children learn how to write the number eight on a magnetic board. This means that parents have some opportunities to further support their child's learning at home. Children develop some sound skills for the future through self-chosen play activities. They further develop their language and literacy skills as they talk with the childminder and through sharing books together. Children enjoy opportunities to develop early writing skills as they draw and write with pens and crayons. They improve their mathematical skills as they play dominoes and a card game involving numbers. Children use their developing technology skills as they play computerised games. They are happy, settled and participate well in the activities on offer. Children are keen to say that they enjoy their time at the childminder's home and particularly like the craft activities and playing games.

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

The childminder gathers some basic information from parents during settling-in visits to appropriately support children's transition into the childminder's home. For example, the childminder asks about children's likes and dislikes and their dietary requirements. This means that she is able to meet children's basic care needs. However, she does not record children's starting points and capabilities, so she is not always able to build on what children already know and can do. The childminder is not aware of her responsibilities in terms of the information she must obtain from parents before children start. Information about who has parental responsibility is not obtained in advance of a child being admitted. This is a breach of a specific legal requirement. Consequently, children's safety and well-being may be compromised. Daily discussions ensure that parents are fully informed of the daily routine and activities children have participated in. Children are well settled in the childminder's care as she provides a warm and welcoming environment. She has clearly developed good relationships with the children and has developed strong bonds with them. This is evident as they approach her easily and play happily beside her.

Children play in a clean home and appropriate steps are taken to prevent the spread of infection. They show a sound understanding about healthy lifestyles. Children follow

appropriate personal hygiene routines, such as washing hands before eating and they exercise regularly, which effectively promotes their physical development. For example, children walk to and from local schools and exercise as they play active games in the garden. They play on the trampoline, which successfully develops their balance and coordination. Activities are not specifically planned to promote children's understanding of safety issues and why rules are set. However, children are reminded to follow safe routines in the home. For example, they do not run indoors and sit sensibly on their chairs. Children's behaviour is good as they play well independently and with each other.

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

The childminder's arrangements for safeguarding children are inadequate. She does not meet a number of legal duties and regulations as laid out in the Statutory framework for the Early Years Foundation Stage. Having attended training workshops at her local church, the childminder demonstrates sufficient knowledge to identify child protection concerns. She has simple procedures to report concerns that are in line with those of the Local Safeguarding Children Board. However, she does not have the relevant contact details for the Local Safeguarding Children Board nor does she know where to find them. This compromises children's safety because she is not able to respond quickly and appropriately to refer any concerns about a child should they arise. The childminder has not kept herself up to date with changes to the Statutory framework for the Early Years Foundation stage and has not devised a procedure to cover the safe and appropriate use of mobile telephones and cameras when she is childminding. She is not able to demonstrate an understanding of how to appropriately manage and store photographic images of minded children, which compromises their safety. The childminder has also failed to ensure that an appropriate procedure for managing allegations against herself is in place and is not aware of her responsibilities of when and how to report such allegations to the relevant authorities, should they arise. This means that the childminder is unable to adequately safeguard children. The childminder is not fully aware or confident in her role and responsibilities with regard to implementing the learning and development requirements. There is a lack of understanding about the role of observations and assessments in helping children to learn and develop and this means that the childminder does not plan effectively to meet children's individual learning needs. In addition, while children enjoy the toys and resources provided, the learning activities offered do not cover the seven areas of learning that are important to ensuring children make as much progress as they can. This means that children's learning is not effectively promoted.

The childminder takes some reasonable steps to ensure that children are safe indoors and outdoors and that furniture, equipment and toys are suitable and safe. She has taken some appropriate action following a previous inspection and completed a full written risk assessment for all aspects of the provision. However, the risk assessment does not fully consider activities that children may take part in or aspects of the environment that may change frequently, which compromises children's safety. The childminder demonstrates a limited capacity to improve as she is not focused on driving and securing improvement. She does not effectively evaluate what she provides against robust criteria.

The childminder exchanges general day-to-day information with parents and the teacher at the school that children attend. However, the information sharing is not yet sufficient to fully promote children's welfare or to promote children's achievement. The childminder clearly meets children's social and emotional needs, however, she has insufficient information to make sure that what she provides complements the education and care the child receives in other settings. Parents have positive relationships with the childminder. Those parents, who expressed a view at the inspection are very complimentary about the childminder, saying that she has a strong bond with the children and their children enjoy all the activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. It will be monitored and inspected within twelve months of the date of this 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		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	322278
Local authority	Liverpool
Inspection number	797036
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	02/05/2012
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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