

Inspection date

10/01/2014

Previous inspection date

23/04/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- The childminder carries out regular observations of children and uses these to assess children's achievements. This means she has a reasonable overview of their development and is able to plan suitable activities to support their next steps.
- The childminder provides a welcoming environment which ensures all children feel safe and form positive relationships with each other and with the childminder. Children are well safeguarded as the childminder has appropriate policies and procedures in place and fully understands her responsibilities to protect children.
- There are appropriate partnership with parents and other agencies, including the local school and other childminders. This ensures that children are prepared for their next steps in learning.

It is not yet good because

- The childminder's teaching is not consistently good and she does not always promote good communication and language skills when interacting with the children, or use every day play activities to introduce mathematical concepts. Therefore, children do not make better than satisfactory progress.
- Healthy lifestyles are not routinely promoted and so children do not learn to wash their hands at appropriate times in the day.
- The childminder does not collect sufficient information from parents to establish children's starting points when they first start, to inform planning.

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 the childminder and children together.
- The inspector scrutinised documents, including policies and procedures, attendance register and safeguarding procedures.
- The inspector examined children's observation and assessment files.
- The inspector spoke to the childminder at appropriate times during the inspection.

Inspector

Anne Parker

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She lives with her partner and children aged two and 13 years, in the Orrell Park area of Liverpool. The childminder uses the ground floor, and the bathroom for childminding. There is a secure, block-paved patio garden to the rear of the property for outdoor play.

The childminder attends various groups and local parks on a regular basis. She collects children from the local schools.

There are currently five children attending, all of whom are within the early years age range. The childminder has achieved the Quality Assurance Mark, Children Come First, and receives support from the local authority and is a member of Professional Association of Children and Early Years.

What the setting needs to do to improve further

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

- improve the quality of teaching by ensuring that interactions with children promote good communication and language skills, for example, through using correct English words and extending children's sentences and by using play activities to introduce mathematical concepts.

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

- gather information from parents to establish starting points to inform planning, as children start at the setting
- promote healthy lifestyles by encouraging children to wash their hands after visiting the bathroom.

Inspection judgements

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

The childminder has a reasonable understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She

observes children frequently and records these in lovely files that include annotated photographs of the children. The childminder assesses children's achievements and this gives her a satisfactory overview of each child's developmental stage. She uses this knowledge to plan activities to support areas where they need further support. For example, she seeks out a number book to extend children's counting skills. They spend time sitting together and counting the various pictures on each page. However, teaching is inconsistent as the childminder does not always use opportunities to promote teaching of numbers and mathematical concepts during play, for example when playing with play dough. Children's communication and language skills are not well promoted as the childminder sometimes over directs the play and opportunities for children to talk are limited. For example, the childminder uses direct questions, often providing the answers before the child has been given an opportunity, and frequently speaks to children using incorrect English words.

The childminder visits groups throughout the week where children can meet their friends and have access to a wider range of resources. She meets with other childminders at a local school who provide a room for them to network. Attending these groups helps children to gain some of the skills they will need when they move into school.

The childminder uses a daily diary to share information with parents, so that they know what their child has been doing while in her care. She also uses text messages and chats to them when they come to collect their children. However, the childminder does not collect information from parents about their children as they start in order to establish their starting points on entry. Therefore, the childminder is not able to plan appropriately for their first weeks at the setting.

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

The childminder provides a homely setting, which is welcoming. The children develop friendships with other children and attachments with the childminder. They come to her for cuddles and reassurance. The childminder reminds children about acceptable behaviour, including using manners and sharing. The environment is safe and adequately resourced. Toys and play equipment are not all freely accessible to children but safely stored in the shed outside and the childminder asks the children what they want to play with next before she retrieves items.

The childminder has developed a model healthy menu of meals and adapts this to accommodate children's likes and dislikes. Children are encouraged to be independent as they go to the toilet on their own and the childminder uses dressing up activities to promote their skills in dressing and undressing. However, children are not routinely encouraged to wash their hands at appropriate times in the day, such as after visiting the bathroom. Therefore, children are not gaining a broad understanding of the importance of healthy lifestyles.

The childminder supports children to make the transition into school by working closely with parents to ensure they talk to children about what to expect and particularly the fun

they will have in their new setting. The childminder also works well with the local schools, liaising with teaching staff during frequent visits. This ensures that children are familiar with the school environment and are emotionally prepared for their transition.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She attends safeguarding training to update her knowledge and skills and has a suite of policies and procedures, which are regularly updated. She knows where to refer any concerns to and how to access advice if she needed it. The childminder carries out risk assessments of her home and of the various trips and outings that she and the children go on. Children are also involved in regular fire evacuation drills, which ensure they understand what they would need to do in the event of a real emergency.

The childminder monitors children's achievements using appropriate early years documents so has a broad overview of each child, although starting points are missing to inform planning. She attends training when it becomes available to improve her skills and she aspires to improve. The childminder collects the views of parents through a questionnaire and uses this to identify areas for improvement.

Partnerships with parents and other agencies are developing well. The childminder has good relationship with a local school and receives support from the head teacher there. She liaises well with teaching staff who discusses children's progress with her and this helps to ensure children are receiving a consistent approach.

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	EY136718
Local authority	Liverpool
Inspection number	819505
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	23/04/2010
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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