

### Inspection date

Previous inspection date

18/03/2014

Not Applicable

### The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

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

- Educational programmes cover the seven areas of learning and support children's development in the prime areas. Children, generally, enjoy their time at the setting and the activities provided.
- A welcoming and well-maintained environment enables children to play safely. Children are developing the skills to manage their own personal needs relative to their age and develop an understanding of the importance of a healthy lifestyle.
- Safeguarding procedures are known and understood by the childminder, which helps to protect children from harm.

#### It is not yet good because

- The childminder does not fully analyse the information gained through her observations of the children at play to extend their current stage of learning. Consequently, this information is not fully incorporated into planning activities to help children make good progress.
- Partnerships with parents and other early years settings children also attend are not sufficiently well established. This means that children's continuity of experiences across provisions are not fully supported.
- The record of children's attendance is not accurately maintained, which means that children's welfare is not fully protected at all times.

## 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 undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation, self-evaluation and discussed children's learning with the childminder.
- The inspector carried out a joint observation of children's play with the childminder.

## Inspector

Wendy Dockerty

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and nine years in a house in West Derby, Liverpool. The whole of the ground floor, a designated playroom on the first 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 and collects children from the local schools and pre-schools. There are currently two children on roll, one of whom is in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, 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:

- ensure that a daily record of the names of the children being cared for on the premises and their hours of attendance is accurately maintained at all times
- develop the observation, assessment and planning systems and use the information gained to consistently shape learning experiences for each child to help them make the best possible progress in their learning and development.

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

- promote further the ongoing sharing of more meaningful information with parents and other providers, so that children fully benefit from a shared understanding and common approach to supporting their progress.

## Inspection judgements

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

Children are provided with a range of activities and experiences, which support their development across the areas of learning. The childminder is aware of children's individual preferences and interests and provides activities, which they enjoy and enable them to develop their skills in different areas. The childminder has a clear understanding of the Statutory framework for the Early Years Foundation Stage and provides a range of age-appropriate resources. Children move around freely and independently select from the

variety of resources available as they make choices in their play. The childminder has good quality resources, toys and equipment arranged in colourful boxes in the upstairs playroom. These include dressing-up clothes, role play toys to develop imaginations and a range of toys for babies and younger children. Downstairs children are able to play table top games and card games, draw pictures and take part in art and craft activities at different times. However, during the inspection, children mainly choose to spend time in the rear garden.

Children choose to play on the trampoline, slide and swing. They learn to take turns and the childminder encourages them to think about how many minutes they can spend on the trampoline before it is time to allow someone else to have a turn. This supports the development of children's basic numeracy skills and encourages them to think about their own and other's safety. While children talk to each other about what they are doing they develop their communication skills. In addition, while ensuring they all get a fair turn, they are developing their social skills and understanding about respecting others feelings and needs.

Each child has a development folder, which contains a small selection of written observations of children's progress, along with some photographs and examples of their achievements. The childminder has started to identify the areas in which children are making progress and has considered ways in which she can support their future learning. However, the observation, assessment and planning systems are not yet extensive enough to ensure that children's individual learning needs are fully promoted. In addition, although, the childminder talks to parents about children's general development, the information regarding children's learning and progress is not consistently shared.

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

The childminder, before children start to attend, has discussions with parents regarding children's individual care needs. The childminder records all required information and gathers appropriate written consents from parents. Individual routines and preferences are known and catered for, such as medical or dietary needs and the childminder has a personal knowledge of each child she cares for. This helps children to make a comfortable and smooth transition from home into the childminder's care. It also ensures that children build secure attachments with her, which supports their emotional security and helps to build their confidence and self-motivation.

Children are developing an understanding of health and safety. They are encouraged to wash their hands before eating and after using the toilet and demonstrate some understanding of the importance of doing so. Drinks are provided by the childminder at mealtimes and cups are set out on the kitchen side to remind children they are able to ask for drinks if they feel thirsty. The childminder provides and talks about healthy and nutritious snacks and meals for children. For example, home-made casserole with mashed potato is offered as a satisfying evening meal and snacks of crackers and fruit. Children take part in regular physical exercise, such as playing in the childminder's garden and visiting the local parks where they gain an understanding of taking some risk in their play.

The childminder manages children's behaviour appropriately and reminds children of being polite, using 'please' and 'thank you' and sharing the toys with each other. An evacuation procedure is in place and the childminder is aware of how to keep children safe. Smoke alarms are checked regularly and a fire blanket is in place in the kitchen. Children learn about the wider world through discussion and activities. Resources, such as books and dolls, spending time in the local community and celebrating various cultural festivals, help children to learn about diversity. Children's individual needs are respected and all children have equal opportunities to use the resources and activities provided.

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

The childminder has a clear understanding of safeguarding and welfare requirements. She knows the correct safeguarding procedures to follow should she have concerns about the welfare of a child in her care. Consequently, children are protected from harm. Policies and procedures are in place and are shared with parents. The childminder helps to protect children from harm by ensuring her home is safe, clean and well maintained. Risk assessments are carried out and she uses equipment in the home and on outings to protect children from harm. For example, cupboard locks are used in the kitchen and a safety gate is in place at the top of the stairs. The childminder holds a current certificate in paediatric first aid and ensures medication and accident records are maintained. The record of children's attendance, however, is not accurately maintained, in order to protect children's welfare at all times. This is a breach of requirements of the Early Years Register and the Childcare Register.

The childminder demonstrates a clear understanding of the Statutory framework for the Early Years Foundation Stage and provides children with interesting activities and experiences, which promote their learning and development. She has developed partnerships with parents to ensure that children's care and welfare needs are discussed and catered for. However, there is scope for improvement with regards to sharing information related to children's learning and development. A self-evaluation document has been completed, which the childminder feels has enabled her to reflect on the provision for children. She has identified some areas for improvement, such as enhancing the activities provided to further promote children's learning and developing the rear garden.

Currently, the childminder is only caring for children who attends before and after school. She has an idea of the themes and topics that children are learning about in school. The childminder has links with other early years settings children also attend, however, these are not yet fully developed. This means that information about children's learning across settings is not shared as well as it could be, to fully promote a cohesive approach to supporting their development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

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

- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance is accurately maintained at all times (compulsory part of the Childcare Register)
- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance is accurately maintained at all times (voluntary part of the Childcare Register)

## 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

<b>Unique reference number</b>	EY466512
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	937309
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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