

<b>Inspection date</b>	09/05/2014
Previous inspection date	09/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- Teaching is weak. The childminder does not routinely use appropriate strategies, particularly for younger children, to develop their communication and language skills, therefore, children make inadequate progress.
- The childminder does not plan a range of interesting activities to engage children in purposeful play and meet their individual needs.
- The childminder does not routinely assess children's achievements or obtain their starting points, so that progress can be tracked over time and their next steps appropriately planned for. As a result, parents do not always know what their child is learning.
- Children are not developing the skills they need to be independent, active learners because they have few choices about how they play or what they play with.
- Appropriate monitoring of the performance of assistants is not fully in place.
- Self-evaluation is weak and has little impact on improving learning and development of children.

### **It has the following strengths**

- The childminder has an adequate understanding of how to keep children safe. Therefore, children are satisfactorily safeguarded.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom.  
The inspector examined a range of documents, including safeguarding policies,
- children's records, the childminder's self-evaluation form and evidence of suitability to work with children.
- The inspector looked at children's assessments and planning documents.
- 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 1996 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a house in the Childwall area of Liverpool. The whole of the ground floor and two bedrooms on the first floor are used for childminding. There is a secure garden to the rear of the property for outdoor play. The childminder works with an assistant. The childminder attends toddler groups and visits various places of interest, including the local library and parks on a regular basis. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare 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 teaching to ensure children make good progress in all areas of learning, particularly in the prime areas, for example, communication and language
- plan a range of activities, based on children's needs and interests, to engage children in purposeful play, make independent choices and allow them to actively learn through exploring and being creative
- establish appropriate systems to assess children's achievements, including their starting points, so that progress can be tracked over time and their next steps appropriately planned for
- improve systems for sharing information with parents, so that they know what their child is learning and can promote learning at home.

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

- monitor the performance of assistants to ensure that their quality of teaching and practice is constantly improving to help children to make good progress.

## Inspection judgements

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

Teaching is weak because the childminder uses mainly structured, adult-led activities and is very direct in her approach. For example, while colouring a printed butterfly, she directs the children, telling them what colour to use and where. She builds a tower with bricks and asks the children to count them and she uses flash cards to test their knowledge of the names of animals. As a result, learning is narrow and younger children are frequently not engaged. The childminder sometimes uses some basic teaching strategies to promote language skills. For example, she names the colours of the crayons and sings along with recorded songs and rhymes with the children. However, conversations are often limited to questions and answers and the childminder does not always use correct words. For example, she refers to dinner as 'din-dins'. Therefore, children's communication and language skills are not well promoted and their progress is only adequate. The childminder plays card games with the children, encouraging them to remember where the animals are when they turn them over. However, younger children are not fully supported to play, so their involvement is limited and they resort to just watching. Older children are not encouraged to develop age-appropriate skills, for example, the childminder cuts out paper shapes for children rather than support them to do it themselves by showing them how to use the scissors. Furthermore, the childminder does not routinely provide a range of interesting and meaningful play activities and as a result, children spend too much time wandering about or waiting. This is particularly an issue for younger children, for whom the structured activities provide little challenge or interest. Therefore, they have few opportunities to extend their learning and so their progress is inadequate.

The childminder has files for each child, containing photographs along with comments describing what the children are involved with. Assessment is limited to a very basic progress check at age two, which consists of a tick sheet. The childminder does not provide a summary as stated in the requirements of the Early Years Foundation Stage, nor are children's next steps in learning identified. The childminder plans activities over the year based on the seasons, however, she does not plan for each child's individual needs or interests.

Parents are welcomed into the setting and encouraged to share information about what their children enjoy doing at home. The childminder talks to parents about what children do during the day. However, she does not collect sufficient information from parents to assess children's starting points. Furthermore, parents are not kept fully informed about their child's achievements or how they can support learning at home because regular assessments are not carried out.

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

The childminder has a warm and welcoming approach. She is very caring towards the children, frequently giving them cuddles and sitting them on her lap. As a result, children have a good relationship with the childminder and are emotionally secure at the setting. The environment is bright and there is a range of resources, which are stored at low levels in various coloured boxes. However, children do not access the resources independently and the childminder directs their activities. As a result, children are not becoming independent learners. Additionally, the childminder does not always make good use of the resources and space, to provide interesting learning experiences to keep children

motivated and engaged.

The childminder is an appropriate role model for the children, using manners and reminding them to share. She uses general praise and as a result, children learn to cooperate and behave appropriately for their age. Some children have completed an 'All about me' booklet, in which children identify their hair and eye colour, favourite toys and other things or places that they like. This helps children to begin to understand the differences and similarities with other children and will support their future understanding of diversity. The childminder takes children to toddler groups where they have opportunities to make new friends and adjust to different environments. Therefore, they are beginning to be prepared for their transition into school in the years to come.

Children are beginning to develop the habits of a healthy lifestyle as the childminder frequently takes them to the local park for fresh air and to play more actively. The childminder provides a healthy balanced diet for the children and they have ongoing access to water to drink. Children are reminded to wash their hands before eating and after using the bathroom. The childminder talks to children about road safety and how to behave around dogs that they do not know. Children have opportunities to take risks as they climb on the large equipment or go on walks through the woods, so they are learning to 'have a go' at challenging activities and how to keep themselves safe.

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

The childminder has an adequate understanding of how to keep children safe. She has sound policies in place and knows what she needs to do if she has any concerns about a child. Although, she has not attended safeguarding training for some time, she is aware of the importance of keeping her knowledge and skills up to date. Risk assessments are carried out for the areas of the house and garden, which children have access to and the various places that the childminder and children visit. Hazards are identified and removed as appropriate. There are suitable policies and procedures for administering medication and for managing and recording accidents. The childminder ensures her assistants are appropriately vetted and they are familiar with the policies and procedures. Therefore, children are suitably safeguarded while in the childminder's care.

The childminder does not monitor and track children's achievements over time, therefore, she is not equipped to identify gaps in learning and development and assess the effectiveness of the educational programme. There is a written self-evaluation in place but this has had little impact on improving the setting. The childminder does not routinely collect parents' opinions to influence her evaluation and has failed to identify the weaknesses in her practice. As a consequence, there is no improvement plan in place. The childminder does not have appropriate systems in place to monitor the performance of assistants. Therefore, apart from statutory training, there are few opportunities for assistants to improve through a programme of professional development.

Partnerships with parents and other agencies are adequate. The childminder shares information with other agencies when required. For example, as children move into

school, she shares their files with photographs along with a summary about the child with their prospective teacher. She is a member of a local childminder network, so she liaises with other childminders in the local area. This ensures appropriate cover can be arranged if the childminder is unwell or on holiday and she can stay informed about new developments.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## 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>	322225
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	877090
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/09/2009
<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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