

Inspection date

Previous inspection date

01/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

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	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 fully understand the requirements of the Early Years Foundation Stage as she has assumed three-year-old children also attending nursery class do not count as young children in her ratios. This puts children's safety at risk.
- Assessment and teaching are variable as the childminder does not have children's clear starting points in place or carry out ongoing assessment of their learning. Therefore, suitably challenging next steps planned to help them make good progress are not always in place.
- A first-aid kit is not readily accessible and a record of children's daily attendance is not accurately maintained. This compromises children's safety.
- There are fewer resources to promote children's understanding of the world, and children do not always have access to natural and sensory media.
- The equal opportunities policy does not consider how the needs of children with special educational needs and/or disabilities will be met.

It has the following strengths

- Children enjoy the company of the childminder and they listen to stories and play cooperatively together. Parents are kept updated through social media and phone applications.

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 at snack time and during indoor play activities.
- The inspector spoke to the childminder as appropriate during observations and checked organisational documents, such as training certificates, risk assessments and the safeguarding policy.
- The inspector looked at Disclosure and Barring Service checks and inspected all areas of the home used for childminding purposes.
- The inspector examined children's enrolment and attendance records and discussed children's progress with the childminder.

Inspector

Valerie Aspinall

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged one and six years in West Derby, a suburb of Liverpool. The front room and combined kitchen and dining room on the ground floor of the house, one bedroom on the first floor and the rear garden are used for childminding. The childminder attends various toddler groups 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 six 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 7.30am to 6.30pm, 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 knowledge of the requirements relating to ratios as set out in the Early Years Foundation Stage; specifically, that only children who are aged four or five and attend before or after a normal school day can be cared for in addition to three other young children
- provide challenging experiences for children in all areas of learning by asking parents to include what they know about their child's development in order to identify each child's starting points, and using robust observation and assessment of children's learning to identify and plan for their next steps so that they make continued progress
- ensure a daily record is kept of the names of the children being cared for on the premises and their hours of attendance for every child on roll
- ensure that a first-aid box, with appropriate content for use with children, is accessible at all times.

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

- develop the equal opportunities policy further by considering how the needs of children with special educational needs and/or disabilities will be met
- improve children's understanding of the world by providing a wider range of resources that reflect the diversity of people in the wider world
- offer children more opportunities to access natural and sensory media, such as bubbles, sand, pebbles, wood and mud, to develop their natural desire to investigate and explore.

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

The childminder acknowledges that she is not as confident teaching children in the area of understanding the world as she is in other areas of learning. Consequently, their learning in this area is not promoted effectively to ensure they gain awareness of diversity or the natural world. However, the childminder is more effective in teaching children to develop their mathematical skills. She introduces words, such as 'big' and 'small', when she blows

bubbles for children to catch, and counts out loud how many bubbles pop. However, this fun activity is restricted as two children sit in highchairs and so cannot fully participate, which limits their opportunity to 'have a go' at a challenging but exciting game. The childminder is effective in helping children to develop language because her teaching in this area is generally sound. By speaking clearly and using repetition of familiar words and frequently reading stories, children are making steady progress. For example, toddlers are beginning to move on from saying single words to saying short phrases, such as 'more banana' and 'all gone'. They sound out the tunes to familiar nursery rhymes and know each other's names. Overall, children satisfactorily gain most of the skills needed to support their future learning.

While the childminder collects information about each child's likes, dislikes and family life, she only asks parents for basic information about their child's developmental stage. Consequently, she is not fully effective in identifying every child's starting points in all areas of learning, so that she is able to plan for all their individual needs straight away. The childminder uses photographs and a specialist computer tablet application to regularly observe children's play; however, she has not begun to effectively use the information gained from observations in order to plan appropriate activities for the next steps for all children on roll. The childminder is confused about her responsibilities to support all children's learning and development as she has mistakenly assumed that three-year-old children who also attend local nursery classes are considered to be 'at school', and so she has not observed or assessed their progress. Consequently, they have no next steps planned for them to support their learning. The childminder does track some children's progress and is aware of the gaps in their learning, which she has also discussed with parents. She has made effective links with one local nursery class and so is able to offer activities, such as a planned visit to a farm, to complement the 'spring' theme children are being taught this term. Parents are informed verbally on a daily basis about the activities their children have been involved in and the groups they have attended. In addition, parents take home children's learning files to read, which enables them to continue their learning at home.

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

The childminder has breached a number of requirements of the Early Years Foundation Stage, which have an impact on her ability to ensure children are safe and their well-being is assured. For example, while the childminder is qualified in first aid, she does not have a first-aid kit available. In addition, she does not keep an accurate record of children's attendance, or fully understand and adhere to the ratio requirements. Consequently, children are put at risk. However, the childminder forms warm and friendly relationships with children, they enjoy her company and are happy and settled because their needs are generally met. Parents discuss their children's health and their familiar care routines at enrolment, and are offered flexible settling-in sessions. This helps the childminder to get to know children and begin to form emotional attachments. While there are sufficient resources accessible to children to support teaching in most of the areas of learning, understanding the world is poorly resourced. Children do not have access to a range of natural, open-ended material to foster their imagination and desire to explore. In addition, they have a limited range of books, role play items and visual images to promote their

understanding of the similarities and differences between people in the wider world.

Young children begin to learn about acceptable behaviour when the childminder asks them to help tidy up and not to hit each other. She models good manners by saying 'please' and 'thank you' and praises their efforts to be independent, for example, when toddlers feed themselves with a spoon. The childminder reminds them not to throw the toys and so they are beginning to learn how to play safely. The childminder takes children to a variety local toddler groups and to the park so they are learning to take well-managed risks as they explore challenging play equipment. Attending various groups at the local children's centre helps children to develop appropriate social skills as they learn to share and negotiate with children of different ages. This will help them to adapt to larger groups of children as they move on to busier settings, such as school.

Healthy and nutritious snacks are provided, such as yoghurt and banana. The childminder has plenty of healthy play food for children and tells young children fruit is good for them. She plans to teach them about a healthy diet through planting vegetables in season. Outdoor play in the garden is offered when it is safe to do so, for example, when workmen are not making minor repairs.

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

The childminder is not clear about all the safeguarding and welfare requirements of the Early Years Foundation Stage. She has assumed that different ratio requirements apply to children who are three and four years old, when they attend nursery class, as she thinks it is the same as being in school. Consequently, had she not telephoned a parent of a three-year-old expected on the day of inspection, to ask them not to bring their child, she would have exceeded the ratio requirements. This breach of requirements also has an impact on her assessment and teaching, as she wrongly assumes she does not need to observe or plan for three-year-olds because they are being educated at school. In addition, the childminder does not keep a record of children's attendance, which is a breach of the Early Years Register and the Childcare Register. The environment is safe because the childminder completes risk assessments for the playroom, kitchen, garden and any outings children go on. She has an up-to-date first-aid certificate and has accessed safeguarding training. However, as she does not have a first-aid kit available, children's well-being is not assured, as in the event of an accident, the childminder does not have appropriate resources to hand. The childminder is able to identify possible indicators of abuse and has developed her safeguarding policy to ensure it meets the requirements of the Local Safeguarding Children Board. This ensures that she has a suitable knowledge in order to keep children safe. The childminder is clear about informing Ofsted of any changes to her circumstances and checking the identity of visitors, such as workmen.

The childminder is reflective and committed to developing her practice, as she recognises that being quite new to the role means she is still developing her skills and knowledge. She attends training courses through the local authority and has plans to develop her resources and outdoor space further, so that children can access a wider range of activities. The childminder is continuing her professional development, as she has recently

enrolled with a training provider to complete a suitable qualification at level 3. The childminder is able to access the regular support of a local authority adviser. She has begun to develop friendly partnerships with other childminders and attends local network meetings with them. The childminder has some policies in place which she can share with parents, however, her equal opportunities policy does not include how the needs of children with special educational needs and/or disabilities will be met. Nevertheless, she has a sound understanding of how she would work with health professionals should children require additional support, and is able to signpost parents to additional sources of support. She is beginning to build relationships with other professionals, such as teachers from local nursery classes, in order to ensure that children experience some continuity in their care and learning.

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 a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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

Unique reference number	EY451362
Local authority	Liverpool
Inspection number	971448
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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