

Inspection date	11/09/2014
Previous inspection date	08/02/2012

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 has a satisfactory knowledge of how children learn and she uses generally sound teaching techniques to ensure that the children make steady progress.
- The childminder is knowledgeable about safeguarding procedures, in order to keep children safe.
- Secure attachments are in place with children, which means that their emotional well-being is supported. The childminder works with parents to support children's individual needs.
- The childminder sets clear and consistent boundaries for the children and she is a positive role model. Consequently, children display positive behaviour at all times.
- Local amenities are accessed regularly, giving children a wider range of activities. This increases opportunities for children to socialise with others.

It is not yet good because

- The childminder has failed to maintain an up-to-date paediatric first-aid certificate.
- The childminder does not always use the information gathered from children's observations and assessments to plan challenging activities, so they are best supported to make as much progress as possible.
- Opportunities to enable parents to contribute information about children's starting points on entry are not fully utilised, to help plan for their future learning.

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 talked to children and childminder at appropriate times throughout the inspection and observed a variety of activities both indoors and outdoors.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at a selection of policies and procedures, including safeguarding, risk assessments and self-evaluation.
- The inspector took account of the views of parents by reading a number of comments and notes given to the childminder.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged eight-years-old in a semi-detached house in Liverpool. The whole of the ground 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, library and local parks on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- attend and successfully complete a paediatric first-aid training course that is relevant for workers caring for young children and babies
- improve the way that information gained from observations and assessments is used, to plan challenging activities and experiences for children across all areas of learning, so that they make good progress.

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

- review and assess the current systems to support parents to contribute even more information with regard to children's starting points, so that this information provides a secure basis for all ongoing assessment of children's learning.

Inspection judgements

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

The childminder has a satisfactory knowledge of the Early Years Foundation Stage and uses this knowledge to plan activities, which generally support children in their learning and development and as they prepare for the next stage in their learning. Educational programmes cover the seven areas of learning and children enjoy their time with the childminder and engage in some interesting activities. Teaching is adequate and activities are age appropriate and generally support children's needs. For example, children experience early mark making as they make patterns with chalk while outside and younger children enjoy posting coins through a shape sorter and smile with delight when they have

completed it. The childminder gives them her time and attention in play and conversation. Children welcome this attention. Very young children are developing their communication skills as they learn new sounds imitating animal noises and the childminder reflects their language. They enjoy learning about their own body and identify their mouth, eyes and ears, in response to the childminder asking suitable and age-appropriate questions. The childminder demonstrates adequate levels of enthusiasm, engagement and motivation of the children. For example, she praises children's efforts as they attempt to count to 10, which fosters their self-esteem and confidence and encourages them to persevere. Children demonstrate their enjoyment of singing new songs. She regularly observes children as they play and has a secure understanding of their likes and dislikes. However, information gained from observing children is not used consistently to track their progress and understand their level of achievement. Therefore, planned activities do not always offer challenge and maximise potential learning for children.

Children have many opportunities to learn about the world they live in. For example, the childminder takes children to toddler groups and the local children's centre. This provides opportunities for children to socialise with others and increases their social skills and confidence to help them develop skills for moving onto their next stage in their learning.

The childminder understands the importance of working in partnership with parents to meet children's needs. She offers settling-in sessions, which allow parent partnerships to develop as they provide the opportunity for children's care needs to be discussed. However, the childminder does not always gather information from parents regarding what their child can do on entry. Therefore, initially she is unable to demonstrate that children are making good progress given their starting points. The childminder updates parents about their children's learning adequately, for example, by sharing records of learning and through discussions, as parents drop off or collect their children. She provides a daily diary that informs parents of the activities and daily routine for their child.

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

Children settle very quickly in the warm, welcoming atmosphere created by the childminder. She works hard to build good relationships with parents, which contributes to children settling very quickly when they are first left in her care. The childminder supervises children well and is aware of their individual needs. For example, children are easily soothed as they become restless when they get a little tired. Children are very comfortable in the care of the childminder. For example, they independently approach the childminder for reassurance and cuddles throughout the day.

The childminder sets clear boundaries for the children and promotes an atmosphere of mutual respect and caring. Where children exhibit age-appropriate, challenging behaviour, she deals with this calmly but firmly. In this way, children are very aware of behavioural expectations and are confident and happy, this contributes to a positive attitude towards learning. As a result, their emotional well-being is supported and they are prepared for the move to the next stage in their learning.

Children learn about healthy lifestyles through accessing the outdoors regularly. They play

outside in the garden area developing their physical skills by riding bicycles and playing on the slide. The childminder prepares healthy meals, which are well balanced and nutritious. The childminder works with parents to ensure children's dietary requirements are catered for; she then adapts her menus accordingly. The childminder ensures that children maintain good hygiene procedures as she supervises them to wash their hands after playing outside or before meals.

The childminder generally encourages children to be independent. For example, children are encouraged to put their own shoes on and help themselves to snack. Children play and explore in clean and well-maintained environments, both indoors and outdoors. Resources are easily accessible for children and the childminder regularly checks these for any hazards.

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

The childminder demonstrates a robust and secure knowledge of the safeguarding and welfare requirements. She is very committed to keeping children safe and promoting their welfare. She has attended safeguarding training and is aware of appropriate contacts for further advice and support should she be concerned over a child's welfare. The childminder and other adults on the premises have appropriate suitability checks in place, which ensures children are safe in the environment. Children are appropriately supervised and safeguarding practices are evident. For example, the childminder ensures that exit doors are always locked, visitors are checked on arrival and the childminder maintains appropriate insurance. She carries out daily risk assessments to help her make sure that children are safe in the home and on outings. In addition, she completes daily registers and documents accidents that children may have while in her care or require medication. However, the childminder has not maintained an up-to-date paediatric first-aid certificate to assure children's welfare in the event of an accident. This is a breach of requirements of the Early Years Register and the Childcare Register.

The childminder undertakes self-evaluative practice and is able to identify areas of weakness, which she feels needs development. She seeks the opinions of parents and finds out what children like by offering a choice of activities. This helps her to evaluate her practice and to bring about some improvements for children. This was a recommendation set at her last inspection. The childminder has increased her resources to further promote diversity and other cultures by purchasing a selection of books to promote diversity for the children to access. She demonstrates that she has the capacity to improve the provision further.

Parents are complimentary about the childminder and send 'thank you' cards. Comments from these cards include, 'we couldn't have wished for a better childminder' and 'thank you for all the love and care you show'. Through discussion, the childminder shows she has a satisfactory understanding of how she would work with outside agencies to help her support children with special educational needs and/or disabilities.

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:

- obtain an appropriate first-aid qualification (compulsory part of the Childcare Register)
- obtain an appropriate first-aid qualification (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY429850
Local authority	Liverpool
Inspection number	870376
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	08/02/2012
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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