

<b>Inspection date</b>	21/10/2014
Previous inspection date	02/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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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**

- Children are safe and protected from harm because the childminder has a very good understanding of safeguarding procedures, assesses potential risks and has a first-aid qualification.
- Children form very close emotional bonds with the childminder and are happy and comfortable around her extended family, helping them to feel secure and self-assured.
- Partnerships with parents are strong and good communication provides the childminder and parents with purposeful information about children's individual routines and needs.

### **It is not yet good because**

- Teaching focuses on extending children's interests and not on supporting them in making progress where gaps have been identified. As a result, children do not make good progress in all areas of learning.
- Children have fewer opportunities to learn about the natural world or the diverse range of people within the wider community. Children who hear more than one language at home do not hear both languages used in the setting and, consequently, make slower progress in acquiring speech.
- The childminder stores information digitally and does not comply with data protection legislation as she is not registered with the Information Commissioner's Office.

## 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

- Prior to the inspection the inspector verified that suitability checks have been completed for adult household members.
- The inspector spoke to the childminder at appropriate during observations and checked organisational documents, such as training and first-aid certificates, risk assessments and the safeguarding policy.
- The inspector examined children's enrolment records and learning files and checked documents, such as registers and forms to record medication administered.
- The inspector viewed the areas of the premises used for childminding, discussed self-evaluation and considered the views of parents.
- The inspector discussed the progress children have made with the childminder to assess her knowledge of children's learning and development.

## Inspector

Valerie Aspinall

## **Full report**

### **Information about the setting**

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 and 18 years in a house in the Garston area of Liverpool. The whole of the ground floor, and the rear yard are used for childminding. The family has pet birds, fish and a rabbit. The childminder attends various local 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 four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She also cares for two older aged children after school. She operates all year round, from 8am to 6pm, 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:**

- ensure that gaps identified in children's learning are addressed by gathering information from parents about what their children can already do on entry and planning appropriate next steps, so that they are supported in making the best possible progress in all seven areas of the curriculum
- ensure that registration with the Information Commissioner's Office is in place in order to comply with the Data Protection Act 1998.

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

- enhance the teaching within communication and language further by using simple words and phrases in both home languages when children hear dual languages at home, in order to further support children's developing speech
- enhance the resources and planned activities further, so that children have more opportunities to learn about cultures and faiths that are different from their own and the similarities and differences between people in the wider world
- extend the opportunities for children to explore and investigate by providing them with a wider range of natural materials and sensory resources, such as wood, water, mud and pebbles.

## Inspection judgements

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

While the childminder observes what children enjoy doing, she does not always plan activities with a specific focus on developing their next steps in all areas of learning. Consequently, children only make satisfactory progress in some areas of learning. However, the childminder is skilled in teaching children to develop independence and age-appropriate self-help skills. For example, young children are beginning to feed themselves because the childminder provides appropriate cutlery and gives them time to eat at their own pace. Pre-school age children confidently climb onto the chair, so they can make their own toasted sandwich at the kitchen counter. This independent attitude helps children to become active, motivated learners in preparation for when they later start school.

The childminder uses various props to effectively teach children. She soundly supports children's developing communication by asking open-ended questions, singing rhymes and sensitively modelling correct pronunciation. Children learn new words as the childminder spends time with them looking closely at photographs, encouraging them to describe what they see. Consequently, most children make steady progress in speaking. Children who hear two languages at home do not make as rapid progress in speaking as other children. This is because the childminder does not yet use some simple words or phrases in both of the languages they hear at home. Consequently, these young children acquire speech at a slower pace than other children. She helps children to develop hand-eye coordination by providing paper and crayons for them to draw with and encouraging them to stick small stickers onto their picture. These activities help children begin to master the skills they will need when they eventually start school.

Assessing children's development in all areas of learning is a weaker area of the childminder's practice. Parents are encouraged to share some information about what their children can already do at enrolment. However, not enough detail is requested to establish clear starting points in all areas of learning, from which, the childminder can begin to help children make swift progress. Additionally, although she does track children's progress, she does not regularly review children's development to ensure they are making consistent progress towards all the early learning goals. Consequently, she does not plan specific activities to help close any identified gaps in their learning. However, she does complete a progress check for children aged between two and three years and shares this with parents. Daily discussion with parents allows the childminder to share what children have enjoyed doing and, therefore, helps parents to continue their learning at home.

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

Children are happy and secure in the childminder's care because she is warm and friendly and responds to their needs. When visitors arrive, she introduces them and understands younger children may be initially wary. As a result, children feel secure knowing the

childminder is close at hand and are soon comfortable in the presence of visitors. Children enjoy friendly relationships with the childminder's extended family, helping them to feel comfortable and at home in the setting. Children show how strong their attachment to the childminder is when they spontaneously hug her during their play. Consequently, children are self-assured and confident because their emotional needs are well met. The childminder encourages new children to have settling-in visits and she spends time talking to parents about their child's likes and dislikes and any specific needs they have. Consequently, the childminder has a good understanding of children's unique needs, which ensures they settle quickly. Children about to start school or nursery class are well prepared for the changes ahead. The childminder makes daily school run trips to various local schools and, therefore, younger children become familiar with the school environment. She talks to children about what will happen at school and makes sure they have developed confidence in self-help skills, such as putting on their own coats and shoes. Regular visits to stay and play sessions at local playgroups and children's centre activities helps younger children to develop the social skills they will need to be part of a larger group and, therefore, helps them become ready for school.

To a large extent, children initiate their own play and the childminder follows their interests well. The play room is homely and comfortable with a range of resources to promote imaginary play, as well as plenty of books, construction and puzzles. However, resources to fully promote children's understanding of the world are fewer in number. For example, currently, children do not have access to a highly stimulating range of natural resources, such as sand, water, pebbles and mud, on a daily basis. However, the childminder is aware of this and has plans to develop her outside space further, to provide children with more opportunities to investigate nature. In addition, the resources and activities provided to promote children's understanding of the similarities and differences between people are not as plentiful as the resources for other areas of learning. However, these activities are more readily available at the local children's centre, which the childminder regularly attends with children. Therefore, the impact on children's learning is considerably reduced and children benefit from a range of activities at the children's centre that help them to learn how to play together cooperatively. For example, together, they participate in a variety of creative and messy activities, as well as enjoying singing sessions.

Children enjoy playing outside, watching the childminder's rabbit, when the weather is appropriate. The childminder frequently takes children to a nearby park, which offers climbing frames, slides and balancing equipment. These activities allow children to take age-appropriate risks, so they are challenged in their play and learn to persist in developing their physical skills. Children respond positively to the childminder's instructions, reflecting her calm approach to managing their behaviour. For example, young children stop trying to push past others, when the childminder gently reminds them not to push. Older children are pleased to be praised for helping to make the snack. Consequently, children are well-behaved and cooperative in their play. Children enjoy healthy snacks, which they frequently help to prepare. For example, they use a safety knife to slice up their banana. The childminder uses this activity to reinforce health and safety messages, such as washing hands before preparing food and careful use of kitchen equipment. When children need to cross the road, she reminds them to look for any cars that might be coming. As a result, children are developing their knowledge of healthy

lifestyles and how to keep themselves safe.

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

The environment is safe because the childminder completes both visual and written risk assessments for the playroom, kitchen, outdoor space and any outings children go on. She has an up-to-date first-aid qualification and has accessed recent safeguarding training. She 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 suitable knowledge in order to keep children safe.

Since her last inspection, the childminder has gained an appropriate early years qualification at level 3 and at level 4, so has a generally sound understanding of how to promote children's learning and development. In addition, when appropriate, she sources appropriate training to ensure she can plan appropriate routines and activities to help children make continued progress, should they have an identified special educational need and/or disability. However, she is less confident in explaining how she supports children so they make good progress across all areas of learning, as she focuses her teaching on children's interests. As a result, the planning of learning experiences and activities, to enhance and extend children's learning and development, does not always effectively reflect individual children's level of ability in all areas of learning. Consequently, the monitoring of the educational programme and assessment of progress is not rigorous enough to help the childminder fully understand what children need to learn next.

The childminder is reflective and asks older, school age children to share their likes and dislikes, so she can provide activities they will enjoy. The childminder has evaluated her practice and plans to seek the opinion of parents more formally through the use of questionnaires. However, daily verbal feedback allows parents to be fully informed of the activities available to their children. In addition, the childminder uses a digital programme and popular photography applications to record and share observations of children. However, she has not registered with the Information Commissioner's Office as required by data protection legislation, which is a breach of requirements. The childminder is part of a local network of childminders that meet every week to share ideas and good practice, while allowing their children to benefit from a wider social group. She has begun to develop partnerships with other settings, such as a local nursery class and children's centre, and has a clear understanding of how she would work with health professionals should children require additional support.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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. 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

<b>Unique reference number</b>	EY378522
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	878770
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/02/2009
<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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