

<b>Inspection date</b>	30/10/2014
Previous inspection date	17/06/2010

<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 quality and standards of the early years provision**

### **This provision requires improvement**

- Children form 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.
- The childminder has accessed appropriate child protection training and understands her responsibilities in protecting children, should she have concerns for their well-being.

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

- The childminder's safeguarding policy does not include a procedure to follow in the event of an allegation being made against her. This means that parents are not aware of the procedure.
- Observation and 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.
- When older school children are present, the childminder does not plan activities for younger children. As a result, young children are not challenged and have little focused teaching. Resources are not organised to make the best use of the available floor space, limiting children's ability to explore independently.

## 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 spoke to the childminder as 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, learning files and checked documents, such as registers and forms to record medication administered.
- The inspector discussed the progress children have made with the childminder to assess her knowledge of children's learning and development.
- The inspector checked the childminder's Disclosure and Barring Service check and the evidence of suitability of other adults living in the home.
- The inspector viewed the areas of the premises used for childminding, discussed self-evaluation and considered the views of parents.

## Inspector

Valerie Aspinall

## Full report

### Information about the setting

The childminder was registered in 1989 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, adult son and daughter aged 16, in a house in Greasby, Wirral. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder also minds four children over the age of eight. She operates all year round from 7am to 6pm, Monday to Friday, except for one week at Christmas, 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 the safeguarding policy includes an explanation of the action to be taken in the event of an allegation being made against the childminder or any other person in the household
- ensure that gaps identified in children's learning are addressed by; making regular assessments of their progress towards all the early learning goals and planning appropriate next steps, so that they are supported in making the best possible progress in all seven areas of the curriculum
- provide a range of activities to meet the individual needs, interests and stage of development of each child and, specifically, ensure that when older, school-age children are present, the learning needs of younger children are given equal priority by providing them with age-appropriate activities and focused teaching.

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

- review how the wide variety of resources are organised and made accessible, in order to provide more floor space for play and exploration.

## Inspection judgements

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

While the childminder does observe 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. In addition, during school holiday periods, when older children also attend, the childminder does not prioritise learning for young children by planning appropriate activities to motivate or challenge them. She focuses her attention and planned activities on the older children present. As a result, she largely supervises younger children and little specific teaching is observed. However, recent photographs show younger children enjoying a trip to the park and going to visit the local ponies, kept in a nearby field. A small log pile in the garden has been created so children can look for hidden mini-beasts. Consequently, when older children are not present, the childminder plans more appropriate and interesting activities for younger children.

The childminder supports young children's developing understanding of their body parts when she asks, 'Where is your nose?' Children learn new words as the childminder reads to them, looking closely at the pictures together, encouraging them to feel the animals' furry coats. She introduces words, such as shiny and sparkly, as she describes the pictures. Consequently, children make steady progress in speaking. The childminder helps children to develop hand-to-eye coordination by providing paper and crayons for them to draw with and encouraging them to post wooden pegs into a plastic bottle. 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 information about what their children can already do at the time of enrolment, which helps the childminder establish their starting points. However, although she does track children's progress, the childminder 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. The childminder is aware she should complete the progress check for children between the ages of two and three years and has made some assessment notes ready to share with parents. Daily discussion with parents allows the childminder to share what children have enjoyed doing and so 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 nearby 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, as when feeling under the weather, they seek extra cuddles. 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 local schools, which helps 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 local toddler groups, library sessions and children's centre activities helps younger children to develop the social skills they will need to be part of a larger group and so helps them become ready for school.

Overall, children initiate their own play and the childminder follows their interests. The playroom is homely and comfortable with a range of resources to promote imaginary play, as well as plenty of books, construction and puzzles. However, resources are stored on some of the furniture, such as the armchair and on the floor, taking up valuable floor space. As a result, younger children only have a small space to play freely on the floor and cannot access all the available resources independently. Children benefit from a range of activities at various toddler groups and the children's centre, which help them to learn how to play together cooperatively. For example, they participate in a variety of creative and messy activities, as well as enjoying singing and story sessions.

Children enjoy playing outside in the childminders large garden. They have great fun as they try to catch and kick the ball. In addition, the childminder frequently takes children to a nearby park, which offers climbing frames, slides and balancing equipment. These activities enable 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 climbing on the chair when the childminder gently reminds them to get down and consequently, children are well behaved and learning how to play safely. Children enjoy healthy snacks, which meet their specific dietary requirements, and are offered plenty of drinks to keep them hydrated. As a result, children are beginning to develop the habits that contribute to a healthy lifestyle.

### **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 play area, 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 knows who to contact should she have concerns for children's safety or well-being. However, the childminders safeguarding policy does not have a procedure to follow in the event of an allegation being made against her, which is a breach of requirements of the Early Years Foundation Stage. This

poses a minimal risk to children, as the childminder is able to fully describe the procedure she would follow in such circumstances. Consequently, this ensures that she has suitable knowledge in order to keep children safe.

The childminder has a generally sound understanding of how to promote children's learning and development. 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 that she can provide activities they will enjoy. The childminder has evaluated her practice and daily verbal feedback allows parents to be fully informed of the activities available to their children. The childminder is part of a large local network of childminders that meet most days 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	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	306058
<b>Local authority</b>	Wirral
<b>Inspection number</b>	876771
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/06/2010
<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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