

<b>Inspection date</b>	08/01/2015
Previous inspection date	25/07/2012

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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder does not safeguard children. A number of legal requirements are not being met. Risk assessments are not effective and children are not adequately supervised. Children are exposed to hazards in the environment and choking hazards when eating. The assessment of risks in relation to caring for six children under five years when working alone, indoors and on outings, is not considered.
- The childminder has failed to notify Ofsted of a person working on the premises. This means that checks on their suitability have not been completed by Ofsted.
- Teaching does not promote learning sufficiently because observation, assessment and information sharing with parents and other providers is not strong enough to identify children's abilities in all areas and effectively plan their next developmental steps so that they make good progress in their learning.
- Some of the required records are not consistently maintained or organised to ensure that necessary information is available and accessible. For example, records of children's details including who has parental responsibility, and their attendance.

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

- The childminder has friendly, warm relationships with children and parents.
- Children enjoy balanced and nutritious meals, which are cooked from fresh ingredients.

## 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 activities in the ground floor rooms and garden and conducted a joint observation with the childminder.
- The inspector spoke with the childminder, co-childminder and children at appropriate times throughout the observations.
- The inspector looked at a range of documents, including verifying some qualifications, checking the suitability of household members and viewing the policies, procedures and the children's records that were available.
- The inspector looked at the childminder's self-evaluation form and discussed her improvement plan.

## Inspector

Lynne Naylor

## **Full report**

### **Information about the setting**

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is her co-childminder, and three children in a house in Fazakerley, Liverpool. The whole of the ground floor, the bathroom on the first 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 and park on a regular basis. She collects children from the local schools and pre-schools. Sometimes, an assistant also works with the co-childminders. There are currently nine children on roll, of whom six are in the early years age group and attend for a variety of sessions. The childminder supports children who speak English as an additional language. The childminder operates all year round from 7am to 6pm, Monday to Friday, except family holidays. She is a member of the Professional Association for Childcare and Early Years.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action.**

We will issue a Welfare Requirements Notice requiring the provider to:

take all reasonable steps to ensure that children are not exposed to risks, through a process of risk assessment that demonstrates how risks are assessed and managed and identifies how risks will be removed or minimised

ensure that the adult:child ratios for childminding laid out in the Statutory Framework for the Early Years Foundation Stage are met at all times

ensure that children are adequately supervised to meet their needs and ensure their safety; children must usually be within sight and hearing

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- put systems in place to ensure that any person looking after children is suitable to do so, including informing Ofsted of changes to persons aged 16 years or older living or working on the premises, which will allow Ofsted to obtain an enhanced Disclosure and Barring Service (DBS) check for them
- ensure that all of the required records are accessible and available for inspection
- keep a daily record of the names of the children being cared for on the premises, their hours of attendance and the name of each child's key person
- keep records of information for each child, including their full name, date of birth, name and address of every parent and information about who has parental responsibility
- improve the planning of challenging and enjoyable experiences by gathering sufficient information about children's starting points and from ongoing observation and assessment to identify children's next steps in learning and use this information to help them make progress
- develop a knowledge of effective teaching methods and an understanding of how children learn and develop in order to provide a quality learning experience for all children

## Inspection judgements

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

The childminder does not use her knowledge of the learning and development requirements of the Early Years Foundation Stage well enough to support children's learning and development effectively. Little information is gathered from parents about what children already know and can do before they start. Consequently, children's starting points for learning are not clear. Observations and assessment are not frequent or accurate enough to enable the childminder to plan activities that build on children's progress. As a result, planning is not effective. Children develop stronger skills in some areas, such as communication and language and physical development, where the childminder's knowledge is more secure. Children go out daily, often to a toddler group, and when indoors, children communicate confidently and happily engage visitors in conversations. When the childminder leads play experiences, such as making dough from flour and paint, she supports children's language development particularly well and some aspects of their mathematical development also benefit as she skilfully questions children as they play. She is able to use words in children's home languages to support the development of their spoken language in English effectively. However, teaching is inconsistent as the childminder struggles to meet the differing needs of each child, especially when she is working alone with six children under five years of age. Children occupy themselves for much of the time as they move around the home playing with items that interest them. As a result, children are not effectively challenged and do not make good progress in their learning and development.

The childminder has identified some suitable ways, which she plans to use, for planning and tracking children's progress. These have not been implemented, and therefore, they are not effective. The childminder has created learning journals for some children in which she has placed some photographs of them playing. However, observations of children's learning are not consistently made. While the children's learning journals are available for parents to view, the information contained is not sufficient, nor is it available for each child, and so this information alone does not keep parents well informed about their child's progress. Parents verbally exchange information with the childminder each day and discuss what children have been doing. However, partnership working is not strong enough to ensure that the experiences at the childminder's home complement the learning that takes place at home or in the school that some children also attend. Shared information is not used to inform the planning of more challenging activities to target gaps in children's learning and development. Consequently, children are not acquiring the key skills to promote their next stage of learning in readiness for school.

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

The weaknesses in safeguarding and record keeping have a significant impact on children's safety and well-being. When working alone, the childminder does not demonstrate that she is able to keep children safe, pre-empt unwanted behaviour and

reinforce their good social skills. As a consequence, some incidents are not noticed quickly enough and lead to squabbles. However, the childminder, her co-childminder, minded children and their parents share a warm relationship. Children benefit from the positive and loving interactions, which help them feel valued. Children readily approach both childminders for cuddles to express their feelings, which demonstrates their emotional security with the familiar adults.

The childminder is aware of children's health requirements, allergies, special dietary needs and their food preferences. She plans and prepares nutritious foods for children throughout the day. This enables children to make healthy choices for breakfast, which includes cooked porridge, and they have fruit snacks during the morning. Children enjoy homemade lunches, such as spaghetti bolognese and chicken wings followed by yoghurt. The childminder takes responsibility for preparing the foods. When her co-childminder is present, he successfully encourages children to eat using good table manners. However, mealtimes have not been fully risk assessed for times when the childminder is working alone with a high number of young children. While the childminder is preparing foods in the kitchen and dealing with individual children, young children in the playroom are not supervised eating foods, such as whole grapes, which puts children at risk of choking.

Children demonstrate that they feel emotionally safe and secure with the childminder as they happily occupy themselves. Children routinely follow appropriate hygiene practices, for example, as they wash their hands before eating without prompting. Two-year-old children have a sense of responsibility for even younger children and help them to complete tasks, such as putting on their shoes before going outside. They also have a developing sense of right and wrong as they inform the childminder when others are at risk. For example, a two-year-old child informs the childminder that two children are smacking each other and also when a child puts on her sibling's shoes instead of her own. A child also informs the childminder that she has moved the step away from the basin so the baby cannot get up. The childminder effectively praises children for good behaviour and when they demonstrate concern for others. Children's physical development is reasonably well promoted and they begin to develop positive attitudes to exercise. Indoors, children develop dexterity and good hand-to-eye coordination through handling toys, such as construction sets. The childminder also enthusiastically leads the children in active singing sessions. Children follow the instructions in the song to move different body parts. Children maintain a healthy lifestyle through regular exercise, such as walking in the local area and using equipment, such as the swings at the park.

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

The inspection was prioritised by Ofsted due to concerns being raised about the numbers of children being cared for and the childminder's ability to supervise children to keep them safe. The inspection found significant breaches in the safeguarding and welfare requirements of the Early Years Foundation Stage. There are also breaches of the requirements of the Childcare Register. The childminder generally works with a co-childminder. However, she cares for six children under the age of five years when her co-

childminder is not present. She makes exceptions to the required adult-to-child ratios without clearly demonstrating to parents how the individual needs of children are met. The childminder has not given due consideration to all risks and hazards and what action she must take to ensure that she keeps all children safe from danger and harm. She allows children to move freely from room to room around the ground floor, which includes a playroom, hall, kitchen, living space and conservatory. As a result, the childminder cannot see all the children and is, therefore, not able to supervise them effectively to ensure their safety. She responds positively when she hears children squabble. However, she is not in a position to pre-empt children's behaviour or assess the level of risk to young children, for example, when they walk past the hot porridge pan or shut the kitchen door. There are hazards in the garden, which put children at risk when they play outside. For example, some metal gates are a particular hazard as they are propped against the fence on their sides, which means the spear finials are horizontal at children's eye height. Arrangements for keeping children safe on walking outings are too dependent on children obeying the rules, such as holding the pram, and this is not safe.

The childminder does not sufficiently demonstrate that she meets the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. The childminder has failed to notify Ofsted that she sometimes works with an assistant. As a result, the necessary checks on the assistant's suitability have not been carried out. Records of checks, such as an enhanced Disclosure and Barring Service check are available for the childminder and co-childminder. However, records are not clear enough to evidence the checks made by the childminder to determine the suitability of the assistant to work with children. The childminder demonstrates a clear knowledge of the indicators of abuse, who to contact and how to work with other agencies if she has any safeguarding concerns. She also ensures that assistants attend workshops on safeguarding and hold paediatric first-aid certificates so that they are also able to protect children. Therefore, this aspect of safeguarding is sufficient to protect children.

The childminder's evaluation of her provision is not effective in driving forward improvements in order to raise the overall quality of care and learning children receive. For example, planning and assessing the effectiveness of the educational programme and tracking children's progress are not securely established. Some of the required documents and records to ensure children are safe, protected and supported are not available for inspection. The childminder has useful ways for keeping records of children's details and attendance, but required information for each child including names and addresses, parents' contact details and attendance is not available for some children. Also, a recommendation to develop the risk assessments to ensure that children are safe and secure in the outdoor play area has not been sufficiently addressed. Parents are warmly welcomed into the childminder's home and the childminder is open to their views. Daily, verbal exchanges with parents help to support some aspects of children's well-being and enable some sharing of information about their learning to take place. However, the childminder does not have sufficient information from which to identify any children who may need extra support to close gaps in learning. The childminder talks to staff at another setting a child attends. However, their exchange of information is not sufficient enough as information about the child's development is not effectively shared.

## 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:

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- put effective systems in place to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check through Ofsted (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working on the premises with children (compulsory part of the Childcare Register)
- keep records of the name, home address and date of birth of each child who is looked after on the premises and an accurate daily record of their hours of attendance (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register)
- put effective systems in place to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check through Ofsted (voluntary part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working on the premises with children (voluntary part of the Childcare Register)
- keep records of the name, home address and date of birth of each child who is looked after on the premises and an accurate daily record of 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. 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>	EY340809
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1001515
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/07/2012
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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