

<b>Inspection date</b>	4 February 2015
Previous inspection date	1 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Children are encouraged to share the same towel after washing their hands. As a result, hygiene practices are not routinely promoted to prevent cross-contamination.
- Effective partnership with parents and carers are not yet established to consistently share information about how they can support children's learning at home.
- The current system for self-evaluation does not yet incorporate the views of parents and children in order to drive improvement.
- Sometimes, the childminder misses opportunities during adult-led activities to extend children's learning. This means their critical thinking skills are not always fully promoted.

### It has the following strengths

- Children are safeguarded well. The childminder understands of her role and responsibility to protect children. For example, she carries out risk assessments to help her make sure that children are safe in the home and when on outings.
- The childminder has an understanding of how children learn. Generally sound teaching techniques are tailored to the children's individual abilities to ensure that all children make steady progress in their learning.
- Children build strong attachments with the childminder meaning that they are emotionally secure and this promotes children's confidence and self-motivation.
- Children's behaviour is managed appropriately. This is because children receive positive praise and encouragement from the childminder.

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

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

- promote children's good health by improving hygiene practices and reduce the risk of cross-contamination, for example, by ensuring children have their own towel to dry their hands
- establish effective partnership with parents and carers, to encourage information sharing about how they can guide their children's learning and development at home.

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

- involve children and parents in the current evaluation process to promote continuous improvement in the quality of the provision
- make the most of opportunities to extend children's learning during adult-led activities, so that all children make good progress.

## **Inspection activities**

- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the childminder and looked at a selection of policies and procedures including safeguarding, risk assessments and self-evaluation.
- The inspector carried out a joint observation with the childminder.
- 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.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

## **Inspector**

Alison Regan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children have access to a variety of toys and resources, which supports them with their learning and independence. Generally sound teaching techniques are used to ensure that all children make progress. However, during adult-planned activities, the childminder sometimes misses opportunities to challenge and extend children's learning. This means their critical thinking skills are not always fully promoted. The childminder regularly observes children as they play and has some understanding about how to tailor activities to meet children's different learning needs. For example, older children experience early mark making as they make patterns with a variety of chalks and crayons. Younger children are well supported as they explore the treasure baskets containing natural objects to stimulate their curiosity. These activities develop their skills in readiness for the next stage in their learning and their eventual move to school. The childminder identifies learning and next steps for each child, and shares this information with parents at key times. However, the childminder does not seek to gather as much information as possible from parents about children's learning or guide learning in their home. As a result, her planning and assessments do not account for children's wider achievements and experiences.

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

Children settle quickly in the welcoming atmosphere created by the childminder. The children are emotionally well secure and their confidence and self-motivation is promoted. Children's physical development is promoted, as they have access to the outdoors either in the garden or playing at the local park. The childminder provides healthy meals and ensures that all dietary requirements are catered for. Children are encouraged to manage their self-help skills, as they are encouraged to wash their hands at appropriate times for example, before snack. However, good hygiene practices are not always carried out. This is because the children use a shared towel to dry their hands. This puts children at risk of cross contamination and compromises their good health.

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

The childminder has a satisfactory understanding of the learning and development requirements. The monitoring of children's progress is carried out which ensures that support is identified at appropriate times. The childminder has reflected on and addressed actions and recommendations agreed at the last inspection. She is beginning to identify ways to improve the quality of her provision. For example, she has enrolled on a level 3 diploma in Children and Young People's Workforce to ensure all children receive a quality experience. However, she does not yet incorporate the views of parents and children into her self-evaluation to drive improvement. Parents speak very positively about the childminder, commenting on the quality of care provided. Through discussion, the childminder demonstrates a commitment to working in partnership with schools and other early years providers to ensure that there is a consistent approach to children's learning.

## Setting details

<b>Unique reference number</b>	EY451362
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	992623
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 May 2014
<b>Telephone number</b>	

The childminder registered in 2013. She lives in West Derby, Liverpool. She operates all year round, from 7am to 6pm, Tuesday to Friday, except bank holidays and family holidays.

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