

Inspection date

16 March 2015

Previous inspection date

17 November 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The childminder does not effectively assess children's progress towards the early learning goals in the mathematics, literacy, understanding the world, and expressive arts and design. As a result, she does not plan challenging next steps for children in these specific areas, to ensure they are making good progress.
- The information the childminder gathers from parents about their children focusses on their interests and care needs and not on what they can already do. This means the childminder does not establish a clear starting point, from which she can swiftly begin to plan for each child's learning.
- The childminder has not established effective links with the other settings children attend, in order to share what children can do. As a result, children do not benefit from a coordinated approach to their learning.

It has the following strengths

- The childminder provides a safe, homely environment for children. She assesses risks in her home and on outings. She has a clear understanding of safeguarding procedures and can confidently describe how she would protect children from harm, should she have concerns about their safety or well-being.
- Children enjoy spending time with the childminder because she knows them well and responds positively to their interests. She has a warm and friendly approach, which ensures children feel relaxed and comfortable in her home.
- The childminder has established a local parent and toddler group with another childminder. This provides opportunities for minded children to play with a wider group of children, helping them to develop the social skills they will need to be ready to start school.

What the setting needs to do to improve further

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

- gather more detailed information about children's stage of development from parents when children first attend, in order to provide a starting point for their learning, so planning for their next steps can begin straight away
- develop a secure understanding of how to assess children's progress in literacy, mathematics, understanding the world and expressive art and design, and use the information gained to plan challenging activities that are matched to the children's interests
- establish links with the other settings children attend, so that information about children can be shared in order to provide a coordinated approach to their learning and development.

Inspection activities

- The inspector spoke to the childminder and children as appropriate during observations and checked organisational documents, such as training and first-aid certificates, risk assessments and the safeguarding policy.
- The inspector discussed the progress children have made with the childminder to assess her knowledge of children's learning and development.
- The inspector viewed the areas of the premises used for childminding and checked the evidence of suitability of other adults living in the home.

Inspector

Valerie Aspinall

Inspection findings

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

The childminder's knowledge of the learning and development requirements of the Early Years Foundation Stage is not robust enough to ensure that children make good progress in all areas of learning. The childminder does assess children's learning in personal, social and emotional development, communication and language, and physical development, she is less effective in observing and assessing their progress in the other areas of learning. Consequently, she does not know if children have any gaps in these areas and does not plan for their next steps. When children are new, the childminder finds out about their interests and care needs. However, she does not encourage parents to share their knowledge of what their children have already achieved. Consequently, it takes time for her to make her own assessment of children's development, before she can help them to progress in their learning. However, the childminder is a natural teacher who extends children's ideas by providing additional resources and joining in their play. For example, when a child shows an interest in the first-aid kit, she provides them with a toy doctor's set and real dressings and pretends to be the patient. Children have great fun as a result.

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

The childminder develops strong bonds with children by getting to know them and their family background. For example, children enjoy sharing their experiences of visiting family members who live in other countries. Children learn about safety when the childminder reminds them to look left and right before crossing the road. They play cooperatively together and happily share toys because the childminder provides a consistent and calm environment. Children's emotional needs are well met because the childminder is sensitive to their needs. For example, when children start school, she introduces them to other children the same age so they can quickly form friendships. She encourages independence and self-help skills and children gain the satisfaction of accomplishing small tasks as a result. Children enjoy healthy snacks and learn about healthy food choices by playing simple food matching games. Consequently, children know that chips, cake and pop are special treats.

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

The childminder has attended training to update her knowledge in first-aid, food safety and safeguarding. Effective policies and procedures complement her understanding, ensuring she meets the safeguarding and welfare requirements of the Early Years Foundation Stage. However, she has not accessed training to ensure she understands how to assess children's learning effectively. The childminder knows the topics children are covering in the other settings they attend. For example, she points out daffodils, birds and nests to children on the walk home from school, because they are learning about the signs of spring. However, the childminder does not share information about what children can do with other settings. As a result, any gaps in children's learning are not swiftly addressed by shared strategies to help them make progress.

Setting details

Unique reference number	313001
Local authority	Knowsley
Inspection number	968457
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	17 November 2008
Telephone number	

The childminder was registered in 1992 and lives in Huyton, Merseyside. She operates all year round, from 7.30 am to 6pm, Monday to Friday, except bank holidays and family holidays.

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