

# Childminder Report

## Inspection date

25 June 2015

## Previous inspection date

9 March 2011

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		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's well-being is not always supported because some of the childminder's records are incomplete. This means that information unique to individual children is not known. Also, permission forms to allow the childminder to administer some types of medication lack required detail.
- The childminder's assessment methods are not robust. She does not ask parents enough about what their children can already do when they start and her ongoing assessments do not identify gaps in children's learning. This means that her planned activities are not sharply focussed on helping children make good progress in all areas of learning.
- Children who speak English as an additional language are not encouraged to use their home language during play.
- The childminder does not always organise routines, such as meal preparation, effectively. As a result, children are sometimes fretful, when she is out of sight.

### It has the following strengths

- The childminder has a good understanding of safeguarding procedures and can respond appropriately to any concerns for children's welfare that may arise.
- Children regularly mix with a wider group of children at local playgroups and when the childminder meets up with another local childminder for outings to various parks. Children's social skills develop well because of this, preparing them for the eventual move to school.
- Children respond well to the childminder's calm and patient approach. Young children behave well because she skilfully distracts them by being playful and persuasive.

## What the setting needs to do to improve further

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

- improve the assessment of children's progress by gathering detailed information from parents about what children can already do when they start and by more regularly observing children's ongoing development, so that challenging activities are planned to support their next steps for learning across all seven areas
- ensure that required information is clearly recorded and is accessible; specifically, ensure that permission to administer medication includes the date and each child's name and that children's records include their unique needs, such as health or dietary requirements.

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

- use the knowledge gained through training more effectively to support children who speak English as an additional language
- review daily routines to ensure children feel fully reassured when tasks, such as preparing lunch out of children's sight, take time to complete.

## 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, and risk assessments
- 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 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 does not identify children's developmental starting points by gathering enough information from parents, or by regularly assessing children's achievements. As a result, the activities she plans for children stem from seasonal themes or cultural celebrations, rather than being focused on the next steps in their learning, to help them make good progress. Nevertheless, the childminder is a natural teacher. She extends children's learning in a fun and playful way. For example, she uses routine events to reinforce children's understanding of mathematics. She talks about the different sizes of toy animals and counts with children as she changes their nappy. Most children develop confidence in talking because the childminder applies the knowledge she has gained from attending a training course to promote children's speech and language development. However, the childminder has not yet put into place the strategies she has learnt on the course to effectively support children who speak English as an additional language. Consequently, children are rarely encouraged to use their home language in play.

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

Children choose items to play with from the childminder's well-equipped playroom. They explore various containers, such as a box full of interesting musical instruments. This opportunity to investigate independently motivates children to learn, as they discover the various sounds they can make. Children who feel tired or poorly are cuddled and soothed and they fall asleep in the childminder's arms. Children have a strong bond with her and enjoy her company. However, although children wait safely in their highchairs in the playroom, they become fretful when the childminder is out of sight, preparing lunch in the kitchen. Consequently, some children take a while to settle and eat their meal. Children learn about staying safe when the childminder reminds them to blow on their vegetable risotto or not to climb up the front of their highchair. She models good hygiene practices and talks to children about germs upsetting their tummy as they clean their hands.

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

The childminder has a sound understanding of the Early Years Foundation Stage, underpinned by her early years qualification. However, she is aware that she has not been fully focused on maintaining her previously good standards of practice and can identify what she needs to do to drive improvements. For example, she has purchased an online assessment programme to help her assess children's development and she plans to reorganise the indoor space to allow her clear vision of children while she prepares meals. Some records have been mislaid in the process of updating children's personal records. This means that some important information, such as children's dietary needs are not recorded and written permission to administer medication for pain relief is incomplete. However, the impact on children's safety is minimal, as the childminder exchanges daily text messages with parents and gains verbal consent to give medicine. Good partnerships exist between the childminder and the schools she collects children from.

## Setting details

<b>Unique reference number</b>	322177
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	868759
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 March 2011
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in the Tuebrook area of Liverpool. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays, family holidays and the period between Christmas and the New Year. The childminder has an early years qualification at level 3.

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