

# Childminder Report

**Inspection date**

5 October 2016

Previous inspection date

11 September 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:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The childminder does not have a secure knowledge of recent changes to safeguarding matters, such as the indicators that children are at risk of being exposed to extreme ideas about right and wrong, and is unaware of her duty to prevent children being drawn into situations which may put them at significant risk of harm.
- The childminder does not keep a daily record of the names of children who attend and their hours of attendance.
- The childminder does not support parents to contribute information about their child's stage of learning on entry.

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

- The childminder effectively supports children's communication and language. She asks children lots of meaningful questions as they play and gives them time to be able to think and answer.
- Children benefit greatly from having access to a well-resourced learning environment, both indoors and outside. Furthermore, they enjoy many different and varied trips and walks in the local community.
- The childminder regularly seeks the views of children and parents when evaluating her provision. She effectively prioritises improvements that will benefit children and their families the most.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ keep a daily record of the names of children being cared for and their hours of attendance	06/10/2016
■ gather information from parents about their child's learning on entry and use this to guide planning and shape early experiences offered to children.	31/10/2016

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

- improve knowledge and understanding of recent changes to safeguarding matters, including identifying children who may be at risk of being exposed to extreme ideas and the procedure to follow to keep them safe.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. The inspector checked the outdoor area was safe.
- The inspector checked evidence of the suitability of household members, self-evaluation and documents that support the childminding service.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the childminder's planning documentation.
- The inspector took into account the views of parents in the form of questionnaires and feedback sheets.

### Inspector

Donna Birch

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder's knowledge of the requirements of the early years foundation stage is not sufficiently robust. The arrangements for safeguarding are effective. The childminder has a good range of policies and procedures to support her in ensuring the provision provides children with a safe and secure environment. She knows the procedure to follow and who to contact should she have concerns about a child's welfare. However, the childminder has not updated her knowledge to reflect the most recent government guidelines. For example, she is not aware of the indicators that children may be at risk of being exposed to extreme ideas about right and wrong. The childminder does not keep a daily record of the names of children being cared for and their hours of attendance. This means children's safety is not always ensured. Overall, the childminder makes accurate assessments of each child's learning. She uses this information well to plan activities and experiences, supporting what children need to learn next.

### Quality of teaching, learning and assessment requires improvement

The childminder uses fun and effective teaching strategies to capture children's interests and extend their play and ideas. She effectively supports children's communication, language and imagination skills. For example, children engage with the childminder in the role play shop. They confidently answer her questions and invite her to take on the role of a shopper. Children excitedly share their personal experiences with the childminder and confidently recall past events. She uses effective questioning to further extend their thinking and ideas. The childminder makes the most of these opportunities to extend children's mathematical skills. For example, she asks children to count out and group objects. Furthermore, she asks them for one more or one less. The childminder makes good use of emails, texts and videos to link with parents and keep them informed of their child's ongoing learning and progress. However, she does not gather information from parents about their child's stage of development when they first start with her to help establish their starting points.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being is not always fully assured. The childminder is a good role model who uses age-appropriate strategies to manage behaviour. Children behave well and are polite and helpful. Overall, settling-in sessions are used well to ensure there is a smooth move from home to the setting. The childminder supports children's understanding of how to keep themselves safe. For example, children know to hold her hand as they go outdoors and access the car. Children follow good hygiene procedures. The childminder supports them to wash and dry their own hands and includes them in tasks, such as tidying away toys.

### Outcomes for children require improvement

Children are developing good independence skills. For example, they put on their own coats and help themselves to food, fruit and drinks at mealtimes. Children make sufficient progress and are generally prepared for the next stage in their learning and school.

## Setting details

<b>Unique reference number</b>	EY429850
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1044122
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 September 2014
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Liverpool. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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.

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