

# Childminder Report

**Inspection date**

31 March 2017

Previous inspection date

24 April 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:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
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 keep a record of the days and times that children attend, as required. This is also a breach of the Childcare Register requirements.
- The childminder does not regularly monitor her assistants' performance to ensure that the quality of teaching is consistent for all ages of children who attend.
- Children do not make the best possible progress in their learning. The childminder does not clearly identify what children need to learn next to help focus teaching.
- While the childminder shows a commitment to reflective practice, she has not asked parents' for their views or developed a plan to drive improvement in her setting.

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

- Children get to know their local community. They visit places of interest and are encouraged to identify local landmarks. Children learn about each other's families. These activities contribute to children's understanding of the world around them.
- The childminder has established effective partnerships with health professionals. She provides good quality care for children who have special educational needs.
- The childminder develops children's literacy skills well. For example, she sings, reads stories and provides opportunities for children to recognise letter shapes and sounds.
- Parents comment positively about how settled their children are. They enjoy exchanging information with the childminder about their children's care and learning through social networking applications, which helps them to extend learning at home.

## 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
■ ensure that names of children and the times they attend are recorded on a daily basis	30/04/2017
■ develop methods of managing the performance of assistants so that the youngest children benefit from the same quality of teaching as older children.	30/05/2017

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

- identify the intended learning for each child during activities to help focus teaching and extend children's learning
- include parents and carers in the evaluation of the setting's practice to help thoroughly identify where improvements can be made.

### Inspection activities

- The inspector had a tour of the premises, observed the quality of teaching during activities indoors and outdoors and assessed children's learning.
- The inspector held a number of discussions with the childminder, including how she evaluates her practice. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children and one of the childminder's assistants during the inspection.
- The inspector spoke to parents and took account of the views of parents through written feedback provided.

### Inspector

Val Aspinall

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The childminder and her assistants are qualified and experienced early years practitioners. However, the childminder does not record the times and dates that children attend, as required. She has a small number of children on roll daily and knows who is on site, so this omission poses minimal risk to children's well-being. In addition, the childminder has not asked parents to contribute their views to an evaluation of her setting. She has not fully identified areas for improvement. Safeguarding is effective. The environment is secure and the childminder deploys her assistants well to meet children's needs. The childminder and her assistants have a secure understanding of child protection, underpinned by regular training. However, the childminder's methods for supervising assistants are not thorough. She does not identify inconsistencies in teaching.

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

Teaching is inconsistent. Pre-school age children benefit from better teaching and make good progress. They learn to recognise numbers and are beginning to subtract. They have lots of opportunities to practise early writing and understand how to form letters and the sounds they make. However, the childminder and her assistants focus more on engaging with pre-school children, leaving younger children to explore with less adult interaction. During planned adult-led activities, the childminder cannot clearly identify what children will be learning or explain how both younger and older children will benefit. Consequently, there is not a strong enough focus on helping the youngest children to make good progress. The childminder and her assistants speak clearly to children. They encourage children to listen and give them time to think and respond to questions.

### **Personal development, behaviour and welfare are good**

Flexible settling-in procedures help children to make secure attachments to the childminder and her assistants. They know children and their circumstances very well, which helps children to feel comfortable in the setting. Children enjoy daily outdoor play and visits to various parks and soft play venues. The childminder encourages children to take age-appropriate risks under her supervision. Children learn to persist with challenging tasks, such as climbing. Children use the bathroom independently and wash their hands after digging in soil. They enjoy healthy meals and snacks. Children are well behaved. They respond well to praise and clear instructions, and settle minor squabbles quickly.

### **Outcomes for children require improvement**

Pre-school age children are confident and independent. All children are able to communicate their wants and needs and enjoy sharing their family experiences. Younger children are keen explorers and access resources independently. Overall, children gain a range of skills that prepare them adequately for starting school.

## Setting details

<b>Unique reference number</b>	EY466507
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1087525
<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>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 April 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Naylorsfield, Liverpool. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder works with three assistants on a part-time basis. The childminder and each of her assistants hold an early years qualification at level 3.

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