

# Childminder Report

<b>Inspection date</b>	22 February 2018
Previous inspection date	27 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The childminder does not understand the risks associated with children being exposed to extreme views and behaviours. She does not understand her responsibility to refer on any such concerns about child's welfare.
- The childminder does not complete the progress check for children aged between two and three years and does not provide a short written summary to parents.
- The childminder has a poor knowledge of how to report on any concerns about a child's welfare. She does not understand the importance of reporting concerns at the earliest opportunity.
- The childminder does not have a good understanding of the different ways children learn. She does not give children enough time to develop and master new skills. Children do not make good enough progress in their learning.
- Children are not always given enough time to think about, and respond to questions they are asked.
- The childminder does not evaluate her setting on a regular basis to ensure all of the requirements are met.

### It has the following strengths

- Children are happy and confident in the well-resourced environment.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ complete the progress check for children aged between two and three years, and provide parents with a short written summary of their child's progress in the prime areas of learning</li> </ul>	23/03/2018
<ul style="list-style-type: none"> <li>■ improve knowledge and understanding of the 'Prevent' duty guidance for England and Wales 2015 to enable concerns about extremism to be dealt with in an appropriate manner</li> </ul>	09/03/2018
<ul style="list-style-type: none"> <li>■ develop knowledge and understanding of safeguarding issues, including being alert to any concerns about a child at home or elsewhere, so they can identify signs of possible abuse and neglect at the earliest opportunity and respond in an appropriate and timely manner</li> </ul>	09/03/2018
<ul style="list-style-type: none"> <li>■ develop understanding of the different ways children learn and allow time for them to develop and master new skills</li> </ul>	23/03/2018

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

- ensure children are given enough time to respond to questions they are asked.
- develop arrangements for self-evaluation to ensure that weaknesses in practice are swiftly identified, and all requirements are met.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector took account of written statements from parents.
- The inspector jointly evaluated an activity with the childminder.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector looked at relevant documentation and checked the suitability of persons living and working in the household.

**Inspector**  
Kayte Farrell

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. The childminder does not know about or understand the 'Prevent' duty guidance. She is unaware of the indicators that a child or family may be at risk of being drawn into extreme views or behaviours. Furthermore, she does not understand her duty to report concerns relating to this. The childminder does not have a secure understanding of injuries to children that may constitute a cause for concern. She is unaware of the importance of making referrals in a timely manner. Despite this, she is able to identify some possible signs and symptoms of abuse. The childminder does not evaluate her setting rigorously enough, as a result, weaknesses are not identified and addressed swiftly. Arrangements for completing progress checks for children aged between two and three years are not in place. Any delays in children's development in the prime areas of learning are not identified at the earliest opportunity. The childminder has completed paediatric first-aid training.

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

The childminder does not understand the different ways children learn. She does not give children time to develop and master new skills. For example, during a craft activity, children are asked to cut-out circles. They are not given time to finish cutting before the childminder intervenes and completes the task for them. The childminder does not always give children enough time to answer questions they are asked. For example, during a discussion about their home life, children are asked numerous questions in quick succession. Despite this, the childminder interacts well with children. Children's language skills are well supported. The childminder speaks clearly and encourages younger children to repeat familiar words.

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

Weaknesses in the childminder's safeguarding knowledge and understanding compromise the safety and welfare of children. That said, children are happy and self-motivated. They select resources independently and lead their own play. The environment is quiet and calming. Children settle quickly when they arrive and have formed strong attachments with the childminder. Parents speak highly of the setting and are happy with the level of care provided. The childminder shares information with parents through the use of a two-way communication book. Parents feel this is an effective way to keep them informed of children's development. Children behave well and use good manners.

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

Children do not make good enough progress. Despite this, children are learning some of the skills they will need for the next stage in their learning. For example, they take turns, learn to share and play well together. Older children sing some songs from memory. Younger children turn pages in books and learn the names of some animals. Children concentrate well on activities of their choosing.

## Setting details

<b>Unique reference number</b>	322172
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1103737
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	

The childminder registered in 1996 and lives in Liverpool, Merseyside. She holds a relevant qualification at level 3. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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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