

# Childminder Report

**Inspection date**

18 April 2018

Previous inspection date

23 November 2017

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

## Summary of key findings for parents

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

- The childminder does not have clear procedures in place to always obtain written parental permission, prior to administering medication to children.
- The childminder is not fully aware of her responsibilities to comply with legislation under the Data Protection Act 1998 to help to fully protect children's safety.
- The childminder has not established regular links with other settings that children attend. This does not fully promote continuity in children's care and learning.
- The new system to assess and track children's development is not fully embedded or sharply focused enough to help to support children to make outstanding progress.

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

- The quality of teaching is good. The well-qualified childminder understands how children learn. She provides a wide range of activities and experiences that appeal to their individual interests. This helps to support children to make good progress.
- Partnerships with parents are positive. The childminder shares information about children's learning with parents in a variety of ways. For example, she does this through regular discussions, text messages and sharing children's individual files.
- Children form close attachments to the childminder. They behave well and learn to share and take turns with each other.
- The childminder takes children on interesting outings, such as to the safari park and toddler groups. This helps to broaden their understanding of the wider world and builds on the development of their social skills.

## 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 written permission is always obtained from parents prior to administering medication to children	18/05/2018
■ expand knowledge and gain a greater understanding of responsibilities under the Data Protection Act 1998 to ensure information kept about children is stored securely and confidentially.	18/05/2018

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

- strengthen links with other settings children attend and share more regular information to promote greater continuity in their care and learning
- embed the new assessment and tracking systems, so that children are supported to make outstanding progress.

### Inspection activities

- The inspector had a tour of the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector took account of the views of parents from written feedback they had provided.

**Inspector**  
Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder does not always gain prior written permission from parents for her to administer non-prescribed medication. That said, she does obtain verbal permission. Furthermore, the childminder gains verbal information about when children last had medication. She ensures that she adheres to the correct timescales before administering another dose. The childminder keeps accurate medication records and parents sign to say they have been informed at the end of the day. Safeguarding is effective. The childminder has a suitable understanding of child protection issues. She knows what to do if she has any concerns about the welfare of a child. Overall, the childminder suitably reflects on her practice and identifies training opportunities to help to improve her teaching. For example, she has used information gained from recent training to help her to support children more effectively to manage their feelings and behaviour.

### Quality of teaching, learning and assessment is good

The childminder gathers information from parents about what their children can do and are interested in at home. She uses this along with her own observations to plan activities and experiences that children enjoy. For instance, children participate in a painting activity. They skilfully name all the colours and use their good imaginative skills. Children tell the childminder that they have painted a train and a car. The childminder supports children's early speaking skills well. For example, she consistently repeats what they say. The childminder promotes children's mathematical skills effectively. For example, she models counting and talks to them about size and shape. Children are motivated and eager to learn.

### Personal development, behaviour and welfare require improvement

The childminder does not comply with the Data Protection Act regarding the taking and storage of photographs. Nevertheless, the impact on children's welfare is minimised as the childminder keeps the data secure using a password on her mobile telephone. Furthermore, she regularly deletes the images she takes of children. The childminder offers plenty of praise and encouragement to help to promote children's confidence and self-esteem. Children enjoy undertaking age-appropriate tasks, such as carrying cups of water carefully to give to their peers.

### Outcomes for children are good

Children are working within the expected levels for their age. They choose to play from the good range of toys and resources available. Children develop independence from a young age. For instance, they wipe their hands and faces clean after eating meals and develop good self-care skills. Children develop good physical skills. For example, they run, jump and catch a ball skilfully and with confidence. Children learn to manage age-appropriate risks. For example, they tidy away toys when they have finished playing to help to prevent trip hazards. Children learn the skills needed ready for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY406492
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1119117
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 November 2017
<b>Telephone number</b>	

The childminder registered in 2010 and lives in West Derby, Liverpool. The childminder holds an appropriate childcare qualification at level 3. She operates all year round from 8am to 5.30pm, 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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