

Childminder report

Inspection date: 20 January 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised in the childminder's home. The chaotic and disorderly environment does not help children to learn how to respect and care for their surroundings. The childminder intends for children to freely select what resources they wish to play with. However, unstable and heavy boxes pose a risk to children. This limits their opportunities to lead their own exploration through play. However, the childminder considers children's current interests when resources are placed within safe access. For example, children learn the names and sounds that farm animals make as they play with an interactive farm house. Children are provided with nutritious and home-cooked food. However, the childminder lacks understanding about appropriate risk assessment of food to safely manage children's allergies. Furthermore, she does not risk assess how she prepares foods that could be a choking hazard to young children.

Despite failings, children are happy and at ease with the childminder, who is kind and caring. They listen to the childminder's instructions and show kindness and respect towards others. The childminder helps children to develop confidence in new situations. For example, she takes children on outings with other childminder groups. They attend yoga and forest school sessions, which helps children to practise useful social skills. The childminder accurately identifies what children need to learn next. This goes some way in helping children to make progress in their learning.

What does the early years setting do well and what does it need to do better?

- Some areas requiring improvement identified at the previous inspection have not been addressed. The childminder does not self-evaluate her setting to identify areas that she needs to improve to maintain good standards.
- The childminder does not maintain the records she is required to keep effectively. For example, records of children's hours of attendance are not readily available. In addition, the childminder did not notify Ofsted of changes to her personal circumstances. These are breaches of statutory requirements.
- The childminder records children's accidents. However, she does not always record details of first aid administered and children's personal information. The childminder does not consistently and promptly notify parents about accidents. This does not demonstrate effective management of her provision.
- The childminder makes accurate assessments of children's development. She knows to seek help from other professionals if she has a concern about a child's development.
- The childminder knows what she wants children to learn next. However, she does not consider how she will specifically teach and support children to achieve their next steps. Her curriculum thinking is limited. She only thinks about the

resources she will use or the trips she will take children on. This does not fully support children's progress. Children do not receive varied and broad learning experiences that are tailored to their specific needs.

- The childminder has limited knowledge of how to support the speech development of younger children. For example, she expects children to sing and say words while they use a dummy. This significantly hinders children's developing communication skills. Nevertheless, the childminder interacts more positively with older children. She helps them to develop their social and conversational skills. She extends older children's knowledge through back-and-forth conversations.
- When children first start with the childminder, she visits them at their homes. This helps the childminder to learn about children's previous experiences and routines. She also gathers information from parents to help her to support children when they first start. Children form a secure bond with the childminder and settle quickly.
- Children spend time outdoors when on trips and walks. This helps them to develop their core strength and awareness of healthy lifestyles.
- The childminder provides older children with opportunities to construct their own 'house rules'. This helps older children to manage their own behaviour and learn about respect for others.
- Parents appreciate the many opportunities their children have to go on trips with the childminder. They comment about how active their children are and the new opportunities they have. For instance, parents are pleased their children go to a soft-play centre, the local safari park and museums. These new experiences help children to develop an awareness of the wider world.

Safeguarding

The arrangements for safeguarding are not effective.

The environment in the childminder's home is not safe. The childminder's risk assessments are ineffective. This poses a significant risk of harm to children. The childminder does not identify risks to children in the environment nor does she minimise hazards. For example, children are given fruit to eat, such as grapes, which are not cut up small enough. This poses a choking risk. The childminder gathers information about children's allergies and imposes a nut-free environment. However, she fails to implement her own risk assessments. For example, monkey nuts are stored on a shelf within children's reach. This poses a further risk to children's safety. Despite these significant failures, the childminder has secure knowledge of local safeguarding procedures. She is knowledgeable about the signs and symptoms of abuse. If she has concerns about children's welfare or the conduct of adults she lives with, she knows the correct local reporting procedures.

What does the setting need to do to improve?

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

	Due date
take all reasonable steps to ensure children are not exposed to risks in the environment, including minimising potential hazards during children's snack and mealtimes	24/02/2023
maintain an accurate record of the names and hours of attendance for all children, and ensure these documents are readily available	24/02/2023
ensure details of children's accidents and the first aid administered are recorded and parents are notified promptly.	24/02/2023

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

- strengthen knowledge of how to implement children's next steps so that learning is tailored to their individual needs
- support the youngest children with speaking and language skills.

Setting details

Unique reference number	EY466966
Local authority	Liverpool
Inspection number	10231851
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Aigburth, Liverpool. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Dee White

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder explained to the inspector how she organises her environment and curriculum.
- The inspector evaluated activities with the childminder and discussed the quality of education and learning opportunities she provides.
- Parents' views were taken account of by the inspector.
- The inspector observed the children at play and tracked children's experiences and learning.
- The inspector reviewed documentation, including paediatric first-aid certificates, insurance certificates, two-year-old progress checks, accident forms, children's registration records and children's registers.

We carried out this inspection 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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