

Inspection date	01/10/2013
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's individual needs and preferences are known and catered for, and this supports them to settle in at the childminder's home.
- The childminder ensures that her home is safe and welcoming to children.

It is not yet good because

- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with the different settings that minded children attend.
- Some hygiene routines are not consistently maintained with regard to nappy changing, which means that children's health is not fully protected at all times.
- Written parental consent is not obtained for all medicines administered to minded children. This potentially impacts on children's health and well-being.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the childminder.

Inspector

Wendy Dockerty

Full Report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged ten, six and three years in the Greasby area of Wirral, on Merseyside. The whole of the ground floor is used for childminding, with the exception of the front living room. There is a fully enclosed outdoor play area to the rear of the property. The family has two guinea pigs and a rabbit.

The childminder walks or drives to nurseries and pre-schools to take and collect children, and also attends local groups. The childminder is a qualified Nursery Nurse and works Monday to Friday during term time only. There are currently five children on roll.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that medicine is only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

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

- implement good hygiene procedures more consistently to ensure that children are protected from cross-infection, specifically during nappy changing
- strengthen partnership working by ensuring that there are robust communication links with all the settings minded children attend, so that they fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are provided with a range of activities and experiences which support their development across the areas of learning. The childminder has a satisfactory understanding of the Statutory framework for the Early Years Foundation Stage, and she

ensures that children's individual interests and preferences are catered for. Children access a range of age-appropriate resources which are presented in handy baskets placed within easy reach. Children spend much of their time in the living room of the childminder's home, although they are free to move between areas. Boxes of toys and activities are prepared, and the childminder alternates the resources that are brought out for children from the wide range available on the shelves.

Children enjoy sitting with the childminder as they explore the various toys available. Toddlers pick up coloured blocks, turn them over in their hands and rattle them to make different sounds. The childminder supports them to stack the blocks to make a small tower, which helps to develop children's small physical skills. Favourite toys, such as the play garage, cars and construction equipment, are brought onto the carpet for the children to play with. As they roll cars down the slope, the childminder interacts with the children using words, such as, 'roll', 'push', 'up' and 'down', which extends their communication skills. While building with the construction blocks, the childminder talks to the children about the colours of the blocks and how they stick together to make a model. She demonstrates this and encourages the children to attempt to build also. Children develop early skills in recognising simple shapes, colours and counting, preparing them for learning about numbers and shapes as they get older.

Children take part in various activities outdoors at different times, such as climbing, sliding and digging in the soil. In addition to developing their large physical skills, they also learn about the natural environment. Imaginative play is encouraged through the use of dressing up clothes, using play kitchen equipment, and playing in the den in the garden. Children use a variety of mark-making equipment, such as chalks, crayons, paints and water, which enables them to develop their early writing skills in preparation for pre-school when the time comes.

The childminder takes children to local groups on a regular basis, where they develop their social skills and take part in further activities, such as singing rhymes and art and crafts. This extends children's language and communication skills and enables them to be creative.

The childminder completes written observations and assessments of children's learning, and uses information from parents about what children can do at home to help her establish their starting points and plan effectively for their next steps. Photographs show children engaged in various activities and relate to the different areas of learning within the Early Years Foundation Stage framework. She is aware of the progress each child is making and provides appropriate activities, resources and experiences to support their development.

The contribution of the early years provision to the well-being of children

Before children start to attend, the childminder has detailed discussions with parents regarding children's individual care needs. Individual routines and preferences are known and are catered for, such as medical or dietary needs. The childminder has a personal knowledge of children's sleeping and feeding patterns. This helps children to settle in and

to develop a strong bond with the childminder. She records necessary information for children's individual care needs and gathers written consents from parents for outings, emergency medical treatment and taking photographs. However, the childminder has administered medication to minded children without prior written consent from parents. She has obtained verbal consent from parents and records in children's daily diaries when medication has been administered, which means that parents are aware that children have been given medication. However, the lack of parental signatures is a breach of the welfare requirements.

The childminder supports children to enjoy a range of healthy meals and snacks. For example, fresh fruit and vegetables, sandwiches, yoghurt, and occasionally home cooked meals, such as cottage pie and spaghetti bolognese. Children are encouraged to take part in hand washing at key times to support their understanding of keeping themselves healthy. However, there are occasions when important hygiene routines are overlooked, such as sterilising the shared changing mat between nappy changes. This means that children are not always fully protected from cross-infection.

Children regularly play in the rear garden and visit playgroups and parks, which enables them to enjoy the outdoors and take part in physical exercise. This supports them to develop an enjoyment of a healthy lifestyle. The childminder holds a current certificate in paediatric first aid, and records are maintained of any accidents that occur. An emergency evacuation procedure is in place and children have started to be involved in practising the fire drill, which helps them to understand about keeping themselves safe in an emergency.

The effectiveness of the leadership and management of the early years provision

The childminder demonstrates a satisfactory understanding of the Statutory framework for the Early Years Foundation Stage. She has a clear understanding of the safeguarding and welfare requirements. Policies and procedures are in place and are shared with parents. Children are protected from harm as the childminder takes steps to ensure that her home is safe and suitable for minding. Safety gates are in place and the childminder has completed written risk assessments of the premises and for all outings. Relationships with parents are developed to ensure that children's care and welfare needs are known and catered for. Discussions regarding children's ongoing progress take place verbally, and a daily diary is shared to ensure that parents know about children's sleeps, feeds and nappy changes.

The childminder has established links with the local pre-school where minded children attend as she collects and drops children off there on different days. However, these partnerships have not been fully extended to share information about learning and development. As a result, there is more to do to strengthen communication links with partners.

The childminder has identified some areas for future development. She plans to attend further training in the Early Years Foundation Stage, in order to update her knowledge and understanding. This demonstrates a commitment to continuous improvement.

The childminder demonstrates a commitment to promoting equal opportunities for all children. She has a clear understanding of each child's needs and ensures that these are met. Resources and activities are accessible to all minded children, and a written equal opportunities policy is in place. As children develop a deeper understanding of the world around them, the childminder supports them to respect diversity.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a record is maintained of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure that a record is maintained of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY399900
Local authority	Wirral
Inspection number	875152
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	21/01/2010
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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