

Inspection date

Previous inspection date

19/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not have sufficient knowledge of how to deliver the learning and development requirements to meet children's individual needs effectively.
- Children's progress and achievements are not shared with parents and other settings children attend in order to ensure consistency and meet their individual needs well.
- Young children are not sufficiently stimulated or challenged with the limited resources available to them and the outside play area is not used effectively to meet individual needs.
- The childminder is not confident in meeting young children's care needs, such as eating, sleeping and hygiene routines. This impacts on children's happiness and contentment.
- The childminder's daily procedure for risk assessment is not effective at minimising potential hazards to children. Risk assessment records do not match with actual practice, which puts children at risk.

It has the following strengths

- Parents requests to play familiar nursery rhyme tapes provided by them in children's home language are promoted by the childminder and enjoyed by children.
- Children enjoy a variety of outings to the farm, beach, toddler groups and parks that help them to begin to learn about the world about them and help them to socialise with other children.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed activities in the playroom.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of safeguarding and welfare documentation such as children's records, risk assessments, qualifications and self-evaluation.
- The inspector conducted a tour of the ground floor and garden.
- The inspector observed the baby sleeping in the adjoining room.

Inspector

Sara Bailey

Full Report

Information about the setting

The childminder registered in 2012. She childminds from her parents' house in Minehead, West Somerset. Household members and regular visitors include her husband, parents and auntie. Childminding only takes place on the ground floor, with its own toilet facilities.

There is a fully enclosed rear garden for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She does not provide overnight care. There are currently seven children on roll, four of whom are in the early years age range. Children with English as an additional language are supported.

What the setting needs to do to improve further

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

- develop the educational programmes for all children by developing understanding of the prime and specific areas of learning, improving observations and assessments and plan for children's next steps
- provide resources and learning opportunities to meet children's individual needs and stages of development
- share information about children's progress and achievements with parents and other settings children attend to support good progress in learning and development
- ensure children's individual needs are met effectively, especially for babies by understanding and meeting their individual care routines regarding eating, sleeping and hygiene.
- keep the inside and outside environment safe through risk assessments that identify the aspects of the environment that need to be checked and show how the risk will be removed or minimised
- help children to gain a positive sense of themselves by ensuring that toys and resources reflect diversity to promote the cultures of all children who attend

Inspection judgements

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

The childminder does not have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. This means that the activities she provides for children are not adequately covering the seven areas of learning. The childminder is unclear of the benefits of particular toys or activities to develop children's learning. There are insufficient resources out for babies and young children to access

independently to meet their individual needs and maintain their interest, which results in these young children not being engaged in purposeful play. Although the childminder interacts with young children she is not confident at supporting their skills and exploration of toys adequately. For example, a toy garage has only one small car, a train engine, a large car and an aeroplane that do not fit on the garage slope for children to investigate how things work or to play imaginatively.

The childminder has a range of toys in low level storage for pre-school aged children to help themselves to independently and the childminder uses a library to enhance her own range so that children can learn to enjoy books. She also promotes children's home languages through the use of nursery rhyme CDs and books provided by parents of children with English as an additional language, which helps children to feel secure. However, the range of resources that reflect the children's own backgrounds are limited. This means children are not fully gaining a sense of their own identity. The childminder's planning incorporates several toddler groups each week so that children can socialise but they are not sufficiently challenged in the home environment. For example, on a sunny day, a young child is not taken outside to play in the fresh air. This does not promote and support children's individual developmental needs. Tick charts are completed for some children to show their starting points. However observations and assessments are very sparse so they do not give an accurate picture of children's progress in their learning and development. Parents are not adequately involved in children's learning and development. The limited observations have not been shared with parents to enable them to continue the learning at home.

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

The childminder's care practices are not consistent to make children feel secure. For example, she is not confident in her ability to know when to put a young child down for a daytime nap. This impacts on children and they become confused, overtired and clumsy putting themselves at risk. The childminder attempts various strategies, including a walk around the block in the buggy but this has an adverse effect and stimulates the child. The garden is not utilised to develop children's physical development on a safe surface whilst unsteady on their feet and as a way to help children tire themselves out and aid sleep. Children's care needs such as wiping running noses and providing a mid-morning snack are not routinely carried out, which does not meet individual needs effectively. The childminder is not always a good role model for hygiene in that she does not wash her own hands after using tissues to prevent the risk of cross infection.

The childminder's risk assessment of the shared part of the home is not robust to identify all potential hazards on low level shelving, although the designated playroom is appropriately safe and secure. Some resources are missing crucial parts such as a drawing easel without any crayons and the garage with insufficient cars. Young children are happy when engaged in conversation whilst being held by the childminder, looking at photographs of outings together, which are displayed high up on the wall of the playroom. The childminder is aware that children love to look at these but they are not at a height

that children to enjoy spontaneously. The childminder praises children's achievements, which builds their confidence and self-worth.

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

The childminder's self-evaluation is not a true reflection of inspection findings, which means that the childminder is not aware of the gaps in her knowledge. For example, the childminder has not considered the need to share the children's learning and development with their parents or other settings children attend. This impacts negatively on partnerships and how effectively children's individual needs are met by the childminder. The childminder has identified that she is not confident with the learning and development requirements of the Early Years Foundation Stage. For example, she is unaware of the early learning goals or that the Early Years Foundation Stage continues until 31 August after their fifth birthday. The childminder has enrolled on a Home Child Carer Diploma course, which is positive and may enhance her knowledge of childcare.

Although the childminder meets most aspects of the safeguarding and welfare requirements, understanding her duties to safeguard children, the lack of all risks being eliminated with the use of a daily risk assessment tick chart shows that this system is not effective. This does not fully promote children's safety and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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. 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	EY442902
Local authority	Somerset
Inspection number	787480
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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