

Inspection date	29/10/2012
Previous inspection date	10/02/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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 fully understand the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and is unable to promote children's learning effectively.
- The childminder sometimes uses inappropriate strategies to manage children's behaviour.
- The childminder is not secure in her knowledge of the procedures to protect children from abuse.
- Children's records do not contain all the legally required information.
- There is no monitoring system to ensure the learning and development requirements are delivered effectively.
- The childminder does not reflect on her practice or use self-evaluation in order to identify areas to improve practice.

It has the following strengths

- Risk assessments are in place and the childminder keeps children safe.
- Children are taught about their personal safety, for example about fire safety and stranger danger.

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 compulsory part 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 childminder's lounge.
- The inspector spoke with the childminder during the inspection and carried out observations.
- The inspector looked at children's records, a selection of required documentation and policies.
- The inspector was unable to speak to parents during the inspection.

Inspector

Andrea Snowden

Full Report

Information about the setting

The childminder was registered in 1992 and is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and adult daughter in Norwich. The childminder uses all areas of the ground floor for childminding and the bathroom facilities are on the first floor. There is an enclosed garden.

The childminder has completed training including first aid and child protection. She takes and collects children from local schools and pre-schools, and uses the local park for

outdoor activities on a regular basis. The childminder currently has four children on roll attending on a part-time basis. Of these, two children are within the early years age range. She offers care each working day between the hours of 8am and 6pm.

What the setting needs to do to improve further

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

- introduce ongoing observation and assessment of children's learning so that their individual interests, stages of development and learning styles are used to plan exciting and challenging learning opportunities
- develop understanding and the skills required to manage behaviour effectively, for example, by attending a behaviour management course
- ensure that the child protection procedures of the Local Safeguarding Children Board are adhered to in the setting and ensure that contact numbers for consultation and referral are available. Furthermore, develop a clear understanding of a childminder's role in protecting children, specifically with regard to responding to suspicions and acting in a timely and appropriate way
- update children's records to include information about who has the legal parental responsibility for the childminded child.
- improve the planning of the educational programmes and implement a monitoring system to oversee the delivery of the learning and development requirements, specifically to ensure all children are offered activities across all areas of learning

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

- devise and implement a system of self-evaluation to highlight areas in the setting where improvement is required and take action to overcome the weaknesses identified.

Inspection judgements

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

Children are happy and confident in the care of the childminder and it is clear they are cared for and play in a safe environment. The childminder watches children as they play when they first join the setting, to try to gauge their level of understanding. However, she makes no ongoing observations or assessment of their learning to monitor progress and there are no plans in place to meet children's individual interests and styles of learning.

The childminder does not fully understand the learning and development requirements of the Early Years Foundation Stage and as a result she is not able to make the most of activities she provides for children. Furthermore, the childminder is not able to demonstrate that all areas of learning are covered in the activities she provides. Consequently, children's learning is coincidental rather than purposefully planned and is not progressive.

The childminder talks to parents about what their children have been doing and playing with, but there is little evidence that parents and the childminder work together to progress children's learning. For example, parents do not share information about what they have been doing at home. As a result the childminder is unable to extend and build on children's interests which have come from home. However, partnerships with parents are satisfactory to ensure that children's individual routines are identified and managed to promote continuity of care.

Children's language skills are generally fostered well. The childminder talks to children about what they are doing and the children chatter back. Children are beginning to use numbers, for example they identify that the spider has eight legs and can say some other names of numbers. There are pencils available for them to draw and make marks with. They read books with the childminder and talk about the stories or just chatter about all sorts of day-to-day topics. They enjoy messy play activities, for example sticking pre-cut shapes to make spiders and bats for Halloween or colouring in a pre-drawn pumpkin with an orange pencil.

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

The childminder has friendly and socially close relationships with the parents, and there is an extended family feel to the setting, with the childminder and her family talking of children fondly. Children chat with her about their mummy and daddy, keeping the emotional link between the home and setting strong. Children's behaviour is generally good and the childminder talks to them about unwanted behaviour and why it is not acceptable. However, on occasions, the childminder uses strategies which do not promote children's self-esteem and well-being. Children who cannot behave after three warnings are told to sit on the bottom stair for five minutes to think about what they have done.

Children are becoming aware of their personal health and safety. Children ask for their drink when they are thirsty and generally choose healthy options for snack. Children enjoy growing vegetables in the garden with the childminder's husband and comment that all the tomatoes that he has picked today are green, not red. They know when they need to wash their hands and have a sound ability to manage self-care tasks independently. The childminder talks to children about stranger danger and fire safety and they understand not to eat berries and plants from the garden. Children's physical development is also appropriately fostered. Children visit the local park and swing, climb and slide on the apparatus whilst their small muscles are refined with the use of small tools, such as glue sticks.

Some children attend another early years setting and the childminder has a friendly and

social relationship with the children's pre-school leader. The childminder uses this person for support in meeting children's needs because basic information is exchanged as necessary.

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

The childminder does not have a clear understanding of her role in protecting children from abuse. Although she has a written policy in place, this does not accurately reflect the guidance and procedures of the Local Safeguarding Children Board. She can identify the possible signs of abuse, and understands the need to record this information confidentially, but she is not confident in making her concerns known to the relevant authorities. Additionally, she does not have the relevant contact details to hand.

There are satisfactory risk assessments in place and as a result children play in safety in the childminder's home and when out. The setting is well resourced with toys, which are rotated on a monthly basis due to lack of space. Toys are clean and safe. Most required documentation is in place, for example the childminder collects information about children's health, any medical needs or allergies. However, she has not established who has the legal parental responsibility for childminded children, which is a legal requirement of the Statutory Framework for the Early Years Foundation Stage.

There is no system for self-evaluation and the childminder has only attended mandatory training, such as first aid, food hygiene and safeguarding. As a result, the childminder has not realised the gaps in her knowledge and practice and the impact this is having on children's all-round learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- update knowledge and understanding of the procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect(Arrangements for safeguarding children) (compulsory part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised)(compulsory part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	256357
Local authority	Norfolk
Inspection number	818517

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	10/02/2009
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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