

Inspection date	14/11/2012
Previous inspection date	28/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	Met
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 keep a written record of accidents or injuries and any first aid treatment administered. This does not effectively support children's welfare.
- The childminder does not have a record of children's daily hours of attendance. This does not support the effective management of her setting or ensure that all required records are in place and up to date.
- Children have limited opportunities to develop their creative skills through the exploration of a variety of different textures and natural products.

It has the following strengths

- Children feel safe and secure because the childminder provides a caring and welcoming environment. She has assessed and minimised potential hazards in her home and garden, enabling children to play safely and independently.
- Appropriate partnerships between the childminder, parents and other early years settings that children attend ensure that the childminder has a clear understanding of children's individual needs.

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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journeys and a selection of policies and children's records.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Julie Morrison

Full Report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, who also works as her assistant, and her five-year-old child in Sunderland. The whole of the ground floor, the first floor playroom and bathroom and the rear garden of the home are used for childminding. The family has two dogs and a rabbit.

The childminder attends a local toddler group and collects children from the local schools and pre-schools. There are currently 10 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 8pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- keep a written record of all accidents or injuries and the first aid treatment given to children and ensure that this is shared with parents
- keep a daily record of the names of the children being cared for and their hours of attendance and ensure that such records are retained for a reasonable period of time
- improve the range of activities and experiences offered to children in the area of expressive arts and design by; providing a wide range of materials, resources and sensory experiences to enable children to explore a variety of different textures.

Inspection judgements

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

The childminder has a developing knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She has introduced individual files for the children which record their progress towards the early learning goals. These learning journals also include photographs and observations which are linked to the areas of learning and are used to identify children's next steps in their development. However, the educational programmes do not adequately cover all areas of learning. Opportunities for children to explore a wide range of sensory materials, such as gloop and treasure baskets, are limited. This does not appropriately support children in developing their skills across all seven areas of learning.

The childminder provides a warm and friendly environment for all children. She sets out a suitable range of toys and resources prior to children's arrival, which are appropriate to meet their individual stage of development, including jigsaws, role play toys and push-along toys. This encourages children to move around the space freely and make independent choices about what they want to play with. The childminder interacts appropriately with children to extend their learning and to support them in making suitable progress towards the early learning goals. Their language development is fostered

appropriately as the childminder talks to children as they play. For example, she asks them 'do you want the fire engine or the train?' and names objects as they play in the toy kitchen. The childminder further supports their emerging language skills as she reads books to them, encouraging them to point out different animals and talking to them about the story.

Children's physical development is promoted during their play; for example, they push along toy vacuum cleaners and enjoy dancing and spinning around the room. The childminder communicates with parents on a daily basis. They work together to help children settle in her home and the childminder encourages parents, through discussion, to share what they know about their child and the progress they have achieved. This helps to suitably keep parents involved in their child's ongoing learning.

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

The childminder does not keep a record of all accidents or injuries to children which happen while in her care. This is a breach of the legal requirements and does not effectively safeguard children. However, she does ensure that all parents have been informed of accidents and holds a current first aid certificate. This means she can respond to accidents appropriately. The childminder provides a warm and friendly environment for all children. This helps them to feel settled and secure in her care and to begin to develop close relationships. This is evident as they move confidently around the space and come to the childminder for cuddles and reassurance. The childminder clearly knows the children well as she talks confidently about their individual routines and knows their preferences, for example, at sleep times. The childminder has a clear understanding of appropriate behaviour management techniques; she sets clear boundaries for children and uses distraction to good effect with younger children. This helps children to begin to learn right from wrong.

The childminder has appropriate procedures in place to reduce the risk of cross-infection and promote children's good health. For example, she wears gloves when changing nappies and children have individual hand towels. She has a suitable understanding of the importance of providing children with balanced and nutritious meals, for example, she provides snacks of fresh fruit and home-cooked meals. The childminder provides children with regular opportunities for fresh air and to promote their physical development. For example, they walk to school daily, play in the garden and go swimming. Trips to local toddler groups provide further opportunities for large physical play, along with opportunities for children to socialise with their peers. This helps to prepare them for later transitions to school. The children are beginning to learn about how to keep themselves safe as they practise fire drills and learn about road safety.

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

The childminder does not have effective procedures in place to organise her setting. She has not kept a record of children's accidents and does not have a daily record of children's hours of attendance. This is a breach of the legal requirements of the Early Years

Foundation Stage and does not meet the requirements of the Childcare Register. The childminder has a suitable understanding of the signs and symptoms of abuse, including procedures to follow if she had a concern about a child. Written risk assessments and regular checks of areas and equipment, along with adequate safety equipment, such as stair gates, help to keep children safe in her home.

The childminder demonstrates a suitable understanding of the importance of monitoring her practice. She has a developing understanding of the learning and welfare requirements of the Early Years Foundation Stage and works closely with her assistant and her local early years coordinator to develop her practice. As a result, she has developed a clear action plan for herself and her assistant which identifies areas for improvement. This helps to ensure continuous development.

The childminder has suitable procedures in place to work with parents. She shows them copies of her policies at the start and gathers all required information to meet children's individual care needs, such as consents and emergency contacts. Important information, such as the childminder's certificate of registration, her public liability insurance and messages to parents, is displayed on a notice board. This helps to keep parents appropriately informed about the childminder's provision. Although children have only recently started to attend other settings, the childminder has developed effective systems to share information with them. This helps to promote continuity of care and learning for children who attend more than one setting.

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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) (both parts of the Childcare Register)
- keep a record of any accidents which occur on the premises (Records to be kept) (both parts of the Childcare Register)
- take action as specified above (Records to be kept)

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	EY314153
Local authority	Sunderland
Inspection number	887181

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	28/09/2010
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 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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