

**Inspection date**

28/11/2012

Previous inspection date

29/05/2012

**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 demonstrates limited knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She has not kept up-to-date with changes to the framework and as a result, children's needs are not being met.
- Educational programmes are weak. Observations and assessments are not consistent in quality and are not accurate enough to build on children's progress. Planning is not effective in matching activities to children's needs. Partnerships with parents and others are not effectively embedded to prepare children for their next stages of learning.
- Children are not sufficiently safeguarded as the childminder demonstrates limited knowledge of current safeguarding practices. She has failed to get prior permission from parents to administer medication and does not keep a record of any medication she has given. Risk assessment are inadequate as she fails to teach children how to stay safe.
- Self-evaluation is weak and has limited impact on the provision. The childminder does not effectively review or evaluate any aspect of her provision, resulting in key weaknesses not being identified. She has not addressed the recommendations set at her previous inspection.

**It has the following strengths**

- Children enjoy going for walks in the local area and attend many community groups where they can access a range of activities.

## 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 majority of inspection time was spent with the childminder observing her practice with the minded children. This took place in the childminder's home.  
The inspector looked at children's information and development records. These were
- discussed with the childminder to assess her understanding of the child's developmental milestones and how she plans for children's next steps.  
The inspector engaged in ongoing discussion with the childminder to assess her
- understanding of the welfare requirements and samples of policies and other records were checked.  
The inspector discussed the process of self-evaluation and how the childminder
- obtains the views of all the users to ensure her setting meets their needs and aspects for future improvement.

## Inspector

Melissa Cox

## **Full Report**

### **Information about the setting**

The childminder registered in 2009. She lives with her adult daughter and her young grandson in a three bedroom house in Popley, Basingstoke. Children have access to the ground floor of the property for their play and a bedroom for sleeping. There is an enclosed garden available for outside play. Toilet facilities are available on the first floor. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years range. The childminder provides care for one older child who attends before and after school. The family has a pet dog.

### **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 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.
- ensure that people looking after children are suitable to fulfil the requirements of their roles.
- establish enabling conditions for rich play by providing space, time, flexible resources, choice, control, warm and supportive relationships.
- ensure there are clear and well-understood policies and procedures, for assessing any risks to children's safety, and reviewing risk assessments regularly. Use these to promote safe spaces and develop children's understanding of risk and managing their own safety.
- ensure the individual needs, interests and stage of development of every child being cared for are considered. Use this knowledge to plan challenging and enjoyable experiences and ensure that each area of learning and development is implemented through purposeful play and a balance of adult-led and child-initiated activities
- use observations to assess children's level of achievement, interests and learning styles and to identify their next steps across all seven areas of learning. Tailor activities and resources to meet each child's needs and engage and support

parents in guiding their child's development at home

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

- improve systems for self-evaluation to monitor, evaluate and assess strengths and weaknesses and to drive improvement.

**Inspection judgements**

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

The childminder's limited knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage means that her practice is weak and not matched to all children's needs. The childminder was unaware of the changes to the framework and has not organised her educational programmes to include the prime and specific areas of learning. As a result, activities do not provide a range of learning opportunities to enable children to reach their expected levels of development. Some basic observations are made of the children's play and learning, however, these are not consistent in quality and do not enable the childminder to identify children's next steps in learning. The childminder lacks sufficient understanding of the educational programmes to support children effectively in the seven areas of learning.

Children do not display the characteristics of effective learning because the indoor environment is not organised effectively to meet their learning needs or interests. Overall, children's engagement in purposeful play is limited. A poor selection of toys is placed on the table for children to access and some additional toy boxes are available in a cupboard in the lounge. The toys do not provide sufficient challenge, which results in children becoming disinterested in what is on offer to them. For example, the childminder helps children to learn basic counting skills or identify colours as they build with the bricks, but children lose interest very quickly as there is no challenge in this activity. The childminder directs children to select from the range of dressing up outfits or play a game of identifying parts of their body, but this too provides little challenge. This is because children show little interest in playing with the toys or exploring their environment because they spend too much time watching the television. For example, when the childminder reads a story to the children, they find it hard to listen as their attention is on the screen, which is continually on during the inspection in both rooms of the house. This inhibits children's learning because it prevents positive interactions and meaningful questioning to take place between the childminder and the children.

Systems to encourage parental involvement in children's learning are basic. The childminder shares verbal information about how the children have been during the day and further information is shared by text and brief entries in the children's outdated learning journals. The childminder does not understand how to identify children's steps in their learning and therefore does not ensure that children are making the best possible progress. The lack of an established and comprehensive information sharing system means that parents are not kept fully informed of their child's ongoing progress, or invited

to share information about what children can do at home.

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

The childminder has built adequate relationships with the children in her care. Many of the children have been attending her setting since they were very young and appear settled. Children have access to a range of resources as they visit community groups, although the overall selection in the childminder's home is poor and not readily accessible. Furniture and play spaces are mostly used to meet children's needs. For example, sleeping arrangements are adequate, as children sleep on the settee in the lounge if they are tired. However, children struggle to enjoy their meals and drinks at the high table in the kitchen as resources, such as booster seats, are not used to help them reach their plates or drinks. Overall, the childminder does not make sufficient attempts to support, encourage and stimulate children to learn and develop; preferring to leave some children to their own devices, which results in children's needs not being fully met.

Children develop some understanding about keeping healthy. The childminder meets children's dietary needs sufficiently well and offers children choices about what they would like to eat, although little is done to promote healthy eating. The childminder talks to children about hygienic practices, but does not promote children's independence by allowing them to take responsibility for their own care needs, such as nose blowing or hand washing. This means children are ill-prepared for their next stages of learning. Good hygiene procedures are not modelled in a consistent manner; for example, the childminder does not wash her hands after blowing children's noses. Additionally, toilet training resources are kept in the lounge, which does not promote good hygiene overall or respect children's privacy.

Procedures for supporting children's health when they are ill are poor. The childminder has failed to implement a robust system for gaining prior written permission to give medication. In addition, she has failed to keep details of how much medication she has given to children and when this was administered. Although on occasions she seeks permission from parents via text to administer the medication, she does not gather details of how much medication is allowed to be given or when the last dose of medication was given at home. The lack of a robust system means that children are at risk of being over or under medicated and does not safeguard their wellbeing.

Children walk to and from school each day which benefits their physical health and well-being. They have some opportunities to explore community play spaces, such as parks during these walks, where they play on the large play equipment. Children learn about road safety when they walk to school and they learn to stay in the childminder's sight or hold onto the pushchair. The childminder presents a section of her garden for outdoor play, but only in fine weather. As a result, children do not engage in planned, purposeful outdoor activities on a daily basis.

### **The effectiveness of the leadership and management of the early years**

## provision

Children are not effectively safeguarded and protected from harm because the childminder has a poor understanding of how to promote their safety. The childminder has admitted to leaving minded children at her home with another adult while doing the school run. Although all adults living on the premises are appropriately vetted, this is breach of a legal requirement. Children safety is further compromised, as although the childminder completes risk assessments of her home and outings these are not effective in ensuring children's wellbeing. For example, children's understanding of safety is not promoted as the childminder does not explain to children why it is not safe to stand close to the fire in the lounge or why they should not play with the electric lamp switches. The childminder has a written child protection policy and is aware of the procedure to follow if she has a concern about a child in her care.

The childminder does not reflect on her practice or use self-evaluation to review and evaluate her provision. She has failed to update her knowledge and practice in line with the revised Statutory Framework for the Early Years Foundation Stage. This omission has resulted in key weaknesses in her practice not being identified or addressed and as a result, children do not make good progress in their learning. The childminder is unable to demonstrate how she effectively supports or assesses children's next steps in learning. This results in gaps in children's progress not being effectively identified or shared with parents. Parents are provided with limited opportunities to input their views or feedback on her service.

Actions and recommendations from the last inspection have been partially met. The childminder has now completed a first aid course. This was set as an action at her last inspection, but was not completed in the specified timescale. This meant that the childminder was unable to act appropriately had an emergency occurred and demonstrates the childminders poor regard for continuous improvement. Since her last inspection, the childminder has enrolled on an approved childminding course to increase her understanding of child development. This has had little impact as yet on her interactions with children or quality of care and learning provided.

The childminder is not yet working in partnership with other early years settings the children attend, which means she cannot fully support children's transitions and ensure consistency in their care and learning. She is unaware of her responsibility to conduct the two year check in conjunction with the children's health visitor. This means that a secure system has not been established to identify any additional interventions a child might need and ensure that they receive the best possible support early on to promote their future learning.

## 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 records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it and a record of a parent/guardian/carers' consent (Records to be kept) (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it and a record of a parent/guardian/carers' consent (Records to be kept) (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. 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

<b>Unique reference number</b>	EY394298
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	893444
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/05/2012
<b>Telephone number</b>	

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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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