

Inspection date	20/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	4
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 a poor understanding of the safeguarding and welfare requirements and the learning and development requirements, resulting in weak practice that does not adequately meet the needs of the range of children who attend.
- Insufficient information is gained from parents to ensure the safety and well-being of children.
- Systems for observing and assessing children's progress across all seven areas of learning are not in place, which means that children are not developing effectively as the childminder is not planning appropriate activities and experiences for the individual child.
- The strengths and weaknesses of the provision are not identified and the childminder has ineffective systems in place for monitoring and reviewing the provision.

It has the following strengths

- The childminder provides a warm and welcoming environment for the children.
- Children have free choice of the activities that are set out in an inviting manner.

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 lounge and kitchen.
- The inspector spoke with the childminder and child at appropriate times throughout the inspection.
- The inspector looked at a selection of policies and children's records.

Inspector

Sue Riley

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in a house in the Hucknall area of Nottinghamshire. She uses the whole of the ground floor and the rear garden for childminding. Toilet facilities are provided on the first floor. She takes and collects children from the local school.

There are currently seven children on roll, three are in the early years age group who attend for a variety of sessions and four are school-age children who attend before and after school. She is open all year round from 7am to 7pm 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:

- increase understanding of the Statutory framework for the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy and safe
- make systematic observations of children's learning and assess their progress across the seven areas of learning in relation to their age and stage of development and use this information to plan the next steps for each child
- ensure the following information for each child is in place: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers
- provide evidence of first aid training and attendance on an approved local authority childminding training course
- provide evidence that the vehicles in which children are transported, and the driver of those vehicles, are adequately insured
- ensure there is a first aid box accessible at all times with appropriate content for use with children
- ensure that before any medication is administered to a child, prior written permission for that particular medicine has been obtained from the child's parent and/or carer.

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

Inspection judgements

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

The childminder does not fully support children's learning and development and currently does not have the skills, knowledge and understanding of the prime and specific areas of

learning, which means that children are not making progress in relation to their starting points. She is not familiar with, and does not refer to, guidance documents, such as Development matters in the Early Years Foundation Stage, in order to ascertain what children can do and need to do next. The childminder tries to create an appropriate learning environment so that children can have free choice of the activities that she has chosen for them. However, she does not actively support children in their learning and development apart from asking the children about colours and shapes. Her questioning of the children is sometimes closed and children only give one word answers. Some of the children have been with the childminder for three months and no observations or assessments have been carried out on these children. The childminder cannot identify where children are in their development and what their next steps are. Children learn as they play with the range of resources, however, this is incidental as the childminder is not appropriately challenging them or extending their learning. There is no planning to support individual children in their learning and development. The childminder puts out activities and changes them as and when needed. She does not have systems in place to help keep parents up to date with their child's progress and development, apart from daily discussions about what they have been doing and their care needs.

Children generally investigate and experience things and 'have a go'. For example, children go to the resources and activities confidently and start playing with them. However, they quickly move from one activity to another as the childminder is not skilled in engaging them and keeping their concentration. Children enjoy playing with the bricks and confidently build a tower and the childminder asks them about colours and can they find the 'triangle'. They are confident with colours and shapes. Having completed a sticky picture to their satisfaction, a child says they have finished and wants to do another picture. However, the childminder tells the child that they still have glue on the picture to put on more things. The childminder does not recognise or value the child's views or ideas, which limit the child's confidence and creativity. As a result, children are not being supported to acquire the skills, attitudes and dispositions they need to be ready for school, or their next stage in learning.

Children have a sense of humour as they play tricks with the different colours of things. They laugh as they find the pencil crayons with different colours at each end. Children enjoy making marks on the chalkboard and then wiping the marks away with the chalkboard cleaner. The childminder encourages mark making and writes the children's names.

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

Children feel secure and have developed a warm relationship with the childminder. They go to the childminder for their needs and are happy to have a cuddle and a hug. The childminder has a written record of risk assessments carried out. This helps to ensure the areas children use are safe. She keeps records regarding any accidents and medication administered to children while in her care. However, she does not obtain prior written consent from the parents before administering the medication. This practice places children at risk. The childminder does not have a first aid box with appropriate contents to

ensure the health and safety of a child in the event of a minor incident. Children are well behaved and the childminder offers gentle praise to the children, so they know when they have done well. However, children are not encouraged to use good manners, which means they are not learning how to act socially.

The childminder provides a range of nutritional snacks and meals, and drinks are freely available. This helps to keep children nourished and hydrated. All children are able to rest and sleep according to their individual needs. The older children manage their own basic hygiene and personal needs successfully. However, they are not encouraged to wash their hands after visiting the bathroom, which means they are not learning appropriate hygiene routines to keep themselves healthy. The environment provides space for children to move around freely and spread out with their activities on the floor. Children are able to play with some resources which they can explore in their own time, while other resources are stored upstairs. The childminder rotates these so that children have some variety. However, this limits choice and exploration for children as they are unable to fully use, move and combine resources in a variety of different ways.

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

The childminder has little understanding of how to protect the children in her care. She has not gained the relevant personal information from parents to fully safeguard the children. She also has not gained the relevant written consents from parents, so is not aware of their wishes when caring for their children, which places children at risk. For example, she does not obtain consent for taking children on outings and for administering medication. The childminder recognises some possible indicators of abuse and she is clear about local procedures and who to call should she be concerned about a child.

Areas used by the children are suitably organised and enable them to move around the premises freely, choosing from the activities on offer. Systems for observing what children can do, assessing their progress and planning for their next steps are not in place. Children's development is not assessed so it is not possible to see what progress children are making or implement any action where children may be falling behind. The childminder has just started her local authority training course for childminding. This is the first training she has attended since registering and she lacks a rigorous understanding of both the learning and development, and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There is no evidence to show that the childminder holds a current paediatric first aid certificate and there is no evidence to show that her car is adequately insured. The failure to keep relevant information about children and not having a valid first aid certificate are breaches of the Childcare Register.

Parents are unable to share what they know about their child and become involved in their child's learning. This is because the childminder does not gather or share relevant information about the children when they first attend the provision. This means that she is not aware of their needs, likes, dislikes or where they are in their development. Systems for monitoring and evaluating practice are not established. The childminder recognises

some strengths in her practice but she has failed to identify the relevant weaknesses.

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 relevant records are kept regarding, the name, home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of the parent/guardian/carer of each child who is looked after on the premises (Records to be kept) (both parts of the Childcare Register)
- maintain an appropriate first aid qualification. (Welfare of the children being cared for) (both parts of the Childcare Register)
- take action as specified above (Records to be kept and Welfare of the children being cared for).

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	EY445997
Local authority	Nottinghamshire
Inspection number	799773
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
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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