

Inspection date	04/12/2012
Previous inspection date	27/02/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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 is caring for more younger children than allowed and she is not maintaining a record of their attendance. This has a negative impact on children's well-being. It also prevents children from learning effectively because the childminder is unable to provide each child with sufficient levels of attention to meet their needs.
- Potential risks to children's health and safety are not always fully assessed and minimised by the childminder. This is with specific regard to the large amount of toys and resources scattered all over the floor, which prevents children from safely moving around the room. It also relates to the childminder's dogs who have regular access to toys and equipment that children are playing with.
- Children are not moving forward in their learning. This is because the childminder does not fully understand how to extend children's play through assessing their development and then planning challenging experiences for each child.

It has the following strengths

- Children mainly relate well to the childminder and are sometimes happy in her care because she displays a kind, caring nature.
- The childminder has a suitable knowledge of safeguarding procedures, which helps to protect children from possible abuse and neglect.

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 indoor play opportunities and she looked at the bathroom on the first floor.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including attendance registers, the childminder's self-evaluation and children's on-going observational assessments.

Inspector

Melanie Arnold

Full Report

Information about the setting

The childminder has been registered for 30 years. She lives in a house in the village of Welton, Lincoln in Lincolnshire. The whole of the property, apart from one bedroom is used for childminding and the toilet is located on the first floor. The property is accessed via a step to the front door and there is a small enclosed garden available for outside play. The childminder has two dogs as pets.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. There are currently six children on roll in the early years age range. The childminder also provides care for older children over the age of five years. The childminder operates all year, providing care Monday to Friday from 7am to 7pm. Overnight and weekend care are provided with the prior agreement of the childminder.

The childminder is a member of the National Childminding Association and holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- ensure the requirement relating to childminder's caring for a maximum of six children under the age of eight years, of whom three may be young children, is always met
- ensure the premises and equipment are organised in a way that meets the needs of children and maintains their safety, with specific regard to better organisation of the toys and resources set out at any one time, to make sure there is enough space for children to safely access their toys and move around the environment as they play
- ensure the good health and safety of children is maintained with regard to fully assessing the risk the childminder's dogs pose to children and ensuring further action is taken to protect their well-being
- develop the educational programmes to ensure the seven areas of learning and development are implemented through planned, purposeful play experiences; and develop the process of on-going assessment to identify each child's level of achievement and use this information to help them make progress
- maintain an accurate daily attendance register to clearly show the names of the children being cared for on the premises each day and their hours of attendance.

Inspection judgements

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

Children are not effectively supported in moving forward in their development. As a direct result of the childminder caring for more younger children than allowed, she is unable to provide each child with challenging and enjoyable play experiences to meet their needs. The environment is chaotic and hectic because the childminder is caring for more children

than she is allowed to, this prevents her from spending quality time with each child. For example, as the childminder walks past a baby she does respond to their attempts at communication. However, she is unable to spend time with this young child to fully extend and develop their play. When older children begin playing with the tea set and the play food, the childminder briefly encourages them to count. With the childminder's support one child counts correctly to 10 and another child correctly counts to three. However, time spent with these children is very limited. Therefore, the learning experience is brief as the childminder does not have time to fully extend children's development during their play. On-going observational assessments are not used to track children's progress from their starting points within the seven areas of learning. They are also not used to plan future learning experiences to ensure every child is achieving to their full potential.

Children are provided with access to a developmentally appropriate range of toys and resources. However, the lack of organisation of these further hinders children's development and their health and safety. For example, a large number of toys and resources are scattered across the entire room where children are playing. This prevents children from moving freely around the room as they access their toys and it also prevents them from using them appropriately. For example, a toddler tries to get the ride-on train over the toys on the floor. They quickly give up when they recognise that there is no space to ride the train. Children also sustain a lot of minor injuries as they trip over or stand on the toys which are strewn across the floor. This results in a lot of the childminder's time being taken up with consoling children and is a direct result of her caring for more younger children than allowed.

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

Children show security in the childminder's care as each child is respected in line with their individual backgrounds and beliefs. The childminder has a warm, caring nature which children respond well to. Babies are held while being bottle fed, providing them with some comfort and reassurance. However, the negative impact of the childminder caring for more younger children than allowed, results in all children's emotional well-being not being fully promoted. For example, while feeding the baby their bottle the childminder has to interrupt the babies feed to prevent a child from climbing onto the chairs. She also has to stop several times to console an upset child who has stood on a toy and hurt their foot. The baby, therefore, does not receive the time and attention needed to fully meet their needs.

Children regularly display poor behaviour, often squabbling and snatching toys from their peers. The childminder tries to manage this behaviour by distracting children, using positive reinforcement and explaining to them about the importance of sharing. However, the childminder is unable to effectively spend enough time with each child to reinforce these messages, and therefore, the poor behaviour continues. Some behaviour also goes unnoticed or the wrong child is spoken to because the childminder is so busy trying to manage the chaotic environment created by her caring for more younger children than she is allowed to.

Children are encouraged to develop some aspects of a healthy lifestyle through daily opportunities to play outside and through the childminder adequately promoting healthy eating. Children are beginning to recognise their own personal hygiene needs, with the childminder encouraging them to develop their independence with toileting when appropriate. The childminder shares information with other providers to ease children's transition when they move onto other settings or school. She also discusses information with children to prepare them for their move to big school.

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

Leadership and management is inadequate. The childminder has failed to ensure she is meeting all requirements of the Early Years Foundation Stage to ensure children are fully safeguarded and their welfare maintained. The chaotic environment created from the childminder caring for more younger children than allowed, has a significant negative impact on children's overall welfare, care, learning and development. The childminder evaluates her provision, identifying some areas requiring further development. This leads to children benefitting from improved practice in these areas. The childminder obtains and shares some relevant information with parents, carers and other providers. She uses the information she obtains to try and ensure children's individual routines are met with regard to feeding and sleeping. A full range of appropriate policies and procedures are made available to parents and the childminder holds daily discussions with them to advise them of their children's daily care routines.

Arrangements for safeguarding are not effective in all areas to ensure the full protection of children. The childminder has a satisfactory understanding of the procedures to follow if she suspects a child is being abused or neglected, which protects them from potential harm in this instance. Supervision of children is, generally, adequate and the childminder confirms children remain in her sight at all times on outings. Most documents are in place and completed with necessary information. However, an accurate record of children's attendance is not completed to fully ensure children's safety is not compromised. Although, the childminder risk assesses some areas of her provision to try and minimise potential hazards, she does not effectively do this all of the time. For example, the childminder fails to identify that the amount of toys scattered all over the floor creates a health and safety risk to children. Therefore, the childminder does not always take enough action to minimise this risk to try and prevent children from falling over the toys and injuring themselves. Also, the childminder has not fully assessed the potential risks her dogs pose to children's health and safety. For example, the dogs regularly walk over the toys and resources and sit on them. Although the childminder states she ensures the resources are cleaned on a weekly basis, this is not adequate as the baby continually places toys and resources into their mouth which have been exposed to the dogs. The childminder also fails to recognise the potential increased risks to children when she is caring for more younger children than allowed. For example, space is limited and is further reduced as the dogs regularly come and sit or lay in the room where children play. As the childminder is caring for lots of children the noise level is high and the environment is chaotic with children regularly crying and showing distress. The childminder fails to recognise the potential increase in risk her dogs pose to children at this time. Therefore,

action is not taken to fully protect children's well-being.

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 that children receiving childcare are kept safe from harm (Welfare of the children being cared for) (both parts of the Childcare Register)
- 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).
- take action as specified above (Welfare of the children being cared for, Records to be kept).

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	208952
Local authority	Lincolnshire
Inspection number	889936
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27/02/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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