

Inspection date	19/12/2012
Previous inspection date	18/04/2011

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

- Children's safety is not sufficiently maintained. The childminder's understanding of child protection is weak. For example, she is unaware of the procedure she should follow if there is an allegation about herself or a household member.
- Children's health and well-being is not effectively promoted because the childminder does not obtain written permission from parents for the administration of medicine.
- The childminder does not observe or assess children, or plan for their learning. Therefore, children do not make suitable enough progress whilst in her care; the childminder is unaware of how to implement the progress check at age two.
- Children's care and learning are not sufficiently supported as systems for monitoring and reviewing practice are not in place and the childminder has not identified areas of weakness in order to ensure improvement for her provision.
- Children's learning is hindered because the childminder is not working with parents in order to consistently support children's learning, or share information about their achievements at home.

It has the following strengths

- Children are settled at the setting and have forged positive relationships with the childminder.
- There is a warm and welcoming environment in which children feel secure and confident.

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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at, the childminder's self-evaluation form and a selection of policies and children's records.

Inspector

Claire Jenner

Full Report

Information about the setting

The childminder was registered in 2001. She lives with her husband and two adult children in Leicester. Most of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The childminder has two dogs, rabbits and chickens.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. At present she has three children on roll, of

whom two are in the early years age range. She also offers care to children over eight years. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop further understanding about safeguarding children from abuse and the procedures to follow if there is an allegation about an adult living and/or working on the premises
- ensure that written permission is obtained from parents for the administration of medicine
- use ongoing observations to understand children's level of achievement and learning styles and use the information to plan sufficiently challenging learning experiences for each child to support their progress across all areas of learning; develop an understanding about how to implement the progress check at age two
- seek to engage and support parents and/or carers in guiding their child's development and sharing their achievements at home.

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

- evaluate the provision in order to identify areas for development, put in place an action plan for improvement and seek the views of parents and children.

Inspection judgements

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

The childminder has a poor understanding of the learning and development requirements and the seven areas of learning. She is not purposefully or regularly observing children, and consequently, she is not able to clearly identify what children can do and need to do next. She does not plan an appropriate educational programme that adequately covers all seven areas of learning or that provides an interesting and sufficiently challenging range of activities that match children's needs. Therefore, children make insufficient progress across the majority of areas whilst in her care. Nevertheless, she knows that children learn through play and is able to demonstrate an awareness of individual children's particular interests. For example, she knows that one child likes to build with bricks and enjoys using battery operated toys and equipment. Therefore, children enjoy their time with her. The childminder has developed positive relationships with parents and provides information verbally about what children have been doing during their day on their collection.

However, as the childminder is not secure in her understanding of the learning and development requirements the information shared about children's progress is weak and instead often focusses more on care practices. This means that parents are unable to share children's learning at home. The childminder is unaware of the requirements for the progress checks and age two, and consequently, has not prepared systems to enable her to do this appropriately.

The childminder has forged positive relationships with the children in her care and has a sound understanding of what children enjoy doing. She responds appropriately to children's interests. One example, was when a child found a battery operated toy the childminder sat with the child and pressed the buttons. However, the child lost interest quickly as the childminder failed to engage with the child and missed the opportunity to extend the child's learning further. Children have some opportunities to develop their independence and self-help skills. For example, they are able to make independent choices of what they would like to play with from the selection of toys and resources available and they move freely between the identified play spaces.

Children are adequately supported in the acquisition of communication and language skills because the childminder consistently talks to them and models language. Children have access to a small selection of books and enjoy looking at the familiar pictures with the childminder. Aspects of children's physical skills are appropriately supported. For example, young children are encouraged to practise walking and use the furniture to cruise around the room.

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

Children are relaxed and at home in the setting and are cared for in a comfortable and secure family environment where the childminder provides consistent supervision. Children are confident to explore but return to the secure base of the childminder for reassurance when needed. She responds positively to their individual care needs and has a sound understanding of their daily routines and preferences. For example, she knows when children are tired and need rest and ensures that they are able to sleep undisturbed for as long as required.

Children's personal, social and emotional development is not consistently supported because the childminder does not have appropriate equipment to enable her to do this. For example, young children are served lunch in a pushchair, which inhibits their opportunities to feed themselves and so develop their self-help skills. The childminder works with parents in order to ascertain children's individual dietary needs and/or allergies and together they agree arrangements for providing meals and snacks. Although often weather dependent, she ensures they have opportunities to enjoy the fresh air. They also take trips to the local community or other open spaces where children can access a greater range of suitable play equipment and resources.

Children are generally well-behaved because they are beginning to learn what is expected of them. The childminder offers praise and encouragement helping to promote children's

confidence and self-esteem. Children are not prepared well for their next stage in their learning. For example, their independence is not effectively encouraged.

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

The childminder has failed to keep up-to-date with changes in the requirements and guidance of the Early Years Foundation Stage framework. She is not aware of her role and responsibilities with regard to both the welfare requirements and learning and development requirements. This means that children are not effectively supported and do not make sufficient progress in their learning. The childminder vocally demonstrates a keenness to address strengths and weaknesses of her practice. However, the strengths and weaknesses of the provision have not been identified and the childminder has ineffective systems in place in order for her to monitor and review practice. The childminder's knowledge of safeguarding is weak. Although she has completed child protection training, she is very unsure about the procedure to follow if there is an allegation about an adult who lives and/or works on the premises or about Local Safeguarding Children Board procedures. All adults who currently have contact with the children have completed the necessary vetting procedures.

Children remain safe in the environment because risk and hazards are minimised. The childminder works well within the adult to child ratios, and consequently, children are closely supervised and supported at all times. She has prepared a selection of policies and procedures to underpin her practice. However, these are not consistently implemented. For example, the childminder failed to obtain written consent from parents for the administration of medication that had been prescribed for the child, which compromises children's safety and well-being. The childminder has some awareness of working in partnership with others although, as yet this does not apply to the children that she cares for.

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 any medication administered together with a record of parent's consent.(Records to be kept) (applies to 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
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	260320
Local authority	Leicester City

Inspection number	891538
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18/04/2011
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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