

Inspection date	20/12/2012
Previous inspection date	10/07/2012

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		3
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 are not effectively safeguarded because the childminder has not informed Ofsted of changes to persons who work on the premises. The childminder does not provide enough information to parents about how assistants are used to support her childminding provision to ensure they are suitably informed.
- The childminder lacks understanding in relation to the requirements of the Early Years Foundation Stage. This impacts on her ability to deliver the Statutory Framework with success.
- The childminder has not identified future priorities for improvement to benefit children and is yet to develop accurate plans for the development of her childminding provision.

It has the following strengths

- Children make steady progress in their learning and development as they access a satisfactory range of age-appropriate activities.
- There are suitable partnerships with other settings, such as the nursery school, which promotes consistency in children's care and learning.

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 main downstairs playroom.
- The inspector spoke with the childminder and the assistant at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, documentation, and a selection of policies and procedures.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged two months and four years in a house in Kenilworth, Warwickshire. The whole of the ground floor is used for childminding. The family has four pet cats.

The childminder attends at the local children's centre and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, of whom five are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, including Bank Holidays. She is a member of the National Childminding Association and has a level 3 qualification in early years.

What the setting needs to do to improve further

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

- ensure that Ofsted is kept informed of any changes to persons working on premises, and appropriate checks are in place which include an enhanced Criminal Records Bureau check
- provide parents with information in relation to the use of assistants within the setting and how they are deployed
- improve knowledge and understanding of the Early Years Foundation Stage.

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

- improve the system for improvement by accurately identifying and planning for all future priorities.

Inspection judgements

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

The childminder is aware of the revised Statutory Framework for the Early Years Foundation Stage but has yet to consolidate her knowledge of this and gain confidence in implementing the learning and development requirements. She plans a satisfactory range of activities and experiences which meet with children interests. This helps children to make steady progress in their learning and development. Individual planning is in place, which highlights how observations are used to identify the next stage in learning. This helps to track children's learning. Children make appropriate progress in the personal, social and emotional development as they engage in role play activities. They pretend to cook dinner for each other in the play kitchen where they use appropriate resources, such as pots and spoons, to stir the food with. The childminder encourages children to talk about what they are doing, which helps them to make connections and promotes their imagination.

Children develop their language and communication through various activities, such as stories, songs and rhymes. The childminder and her assistant ask appropriate questions

and give children time to think and respond, which supports their learning. For example, children ask 'how do you fix this' as they learn how to put pieces of train track together. Children develop suitable physical skills as they use a range of equipment at home, such as wheeled and push-along toys, which supports their development and a healthy lifestyle.

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

Children are settling in well with the childminder and her assistant. They form appropriate relationships with the carers and receive one-to-one interaction. However, children's welfare and safety is not effectively promoted since appropriate checks have not been completed on the assistant to ensure her suitability. Children are beginning to work together as they share and take turns with toys, which promotes positive behaviour. Their self-esteem is regularly promoted through consistent praise and encouragement.

Children's general health is adequately promoted because the childminder follows appropriate nappy changing and hand washing routines. Children are encouraged to clean their hands before eating food to develop their knowledge of good hygiene. Fresh drinking water is readily available and children are becoming aware of their needs as they help themselves to their water beakers. Children maintain a healthy lifestyle through daily outings in the community.

Children develop appropriate self-help skills as they take part in activities to support their independence. For example, they enjoy dressing up in different outfits, which helps them develop appropriate skills for the future. They attend to their needs as they feed themselves with food which is cut into appropriate size pieces for children to handle with ease. The childminder supports children's transition to other settings through outings, stories and discussions about starting a new setting.

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

Children are not effectively safeguarded as the childminder has not notified Ofsted of the change she has made with her assistants. As a result, appropriate checks have not been completed by Ofsted to determine the suitability of the assistant. This is a breach of a welfare requirement and as a result, children's welfare is not fully promoted. In other respects, the childminder has a satisfactory understanding of the safeguarding and welfare requirements and her responsibilities towards the children in her care. She is familiar with child protection procedures and knows what to do if she has concerns about a child.

The childminder is not fully aware of her responsibilities in relation to the learning and development requirements. She has not fully implemented the revised Early Years Foundation Stage and does not have a secure knowledge of the new guidance. In addition, the childminder does not effectively reflect on her practice or identify where improvements are required. This is because she does not have a rigorous system to help her to identify her strengths and areas for development to improve the quality of her provision for the benefit of children who attend. However, she has completed a level 3 qualification in early years since her last inspection and has identified that she needs

further support and training from her local authority.

Some aspects of children safety is adequately promoted. For example, risk assessment and daily checks on play areas and equipment help children to play in a safe environment. Children are beginning to learn how to stay safe as they help tidy away toys. Equipment, such as smoke alarms and stair gates, helps children to stay safe in the home. In the main, the childminder has appropriate relationships with children's parents and carers. However, she does not provide enough information to parents about how assistants are used to support her childminding provision to ensure they are suitably informed. In other respects, parents receive daily verbal feedback to keep them appropriately informed of their children's learning so they are able to continue their learning at home. Children attend other settings and adequate communication is in place to promote consistency in children's learning. For example, the childminder talks to both the children and teachers about activities they have taken part in and this is further extended while in the childminder's care. For example, children continue the Christmas theme as they make cards with the childminder.

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 Ofsted is kept informed of any changes to persons working on premises (Changes to people) (applies to both parts of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Criminal Records Bureau check has been obtained through Ofsted in respect of that person (Arrangements for safeguarding children) (applies to both parts of the Childcare Register).

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.
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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	EY347348
Local authority	Warwickshire
Inspection number	896932
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	10/07/2012

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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