

Inspection date

Previous inspection date

08/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 and welfare is not effectively promoted because the childminder has a poor understanding of the procedures for safeguarding children and does not ensure that the premises are safe and secure.
- The childminder's understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements is limited resulting in weak practice which does not match all children's needs.
- Partnerships with parents are not effective as the childminder does not provide or obtain the required information in order to promote children's welfare and learning.
- The strengths and weaknesses of the provision are not identified and the childminder has ineffective systems in place for monitoring and reviewing her practice.

It has the following strengths

- There is a warm and welcoming environment in which children are helped to feel secure and confident.
- The childminder takes care to find out children's individual needs and routines in order to help them settle quickly and to form appropriate attachments.

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 observations.
- The inspector looked at evidence of suitability and the qualifications of the childminder.
- The inspector looked at a selection of policies and children's records.

Inspector

Claire Jenner

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 husband and two children in a house in Leicester and uses the whole of the property and the rear garden for childminding.

The childminder attends a childminder group. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The family have a pet dog.

There are currently three children on roll, one is in the early years age group, who attends for a variety of sessions and two are school-age children who attend before and after school. The childminder operates every day throughout the year.

What the setting needs to do to improve further

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

- improve knowledge and awareness of child protection issues and ensure policies and procedures to safeguard children are up-to-date and in line with the relevant Local Safeguarding Children Board procedures
- implement effective risk assessments and ensure that the premises are fit for purpose, with specific regard to security of the premises, pet feeding equipment and the garden
- improve knowledge and understanding of the learning and development requirements to ensure the educational programme across the seven areas of learning is implemented through planned, purposeful play in order to provide a challenging and enjoyable experience for all children
- ensure procedures to be followed in the event of a child going missing and failing to be collected at the appointed time are made available to parents
- implement a procedure for dealing with complaints, keep a record of any complaints received and their outcome and make details about how to contact Ofsted available to parents
- ensure written parental permission for children to take part in outings is obtained.

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

- implement processes for self-evaluation 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 generally poor understanding of the learning and development requirements. However, she has some awareness of the seven areas of learning. In addition, she knows that children learn through play and that children have different

interests. The childminder has yet to undertake any observations and assessments of the children in her care. As a consequence, she cannot identify what children can do and need to do next. In addition, the childminder cannot plan an appropriate educational programme that adequately covers the seven areas of learning or that provides an interesting and sufficient range of activities that match children's needs. The childminder has begun to develop positive relationships with parents and provides information verbally about what children have been doing during their day. 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 focuses more on care practices.

The childminder works hard to build positive relationships with the children. She takes care in helping a young child settle in her home and responds warmly offering her comfort and reassurance as necessary. The childminder talks with parents in an attempt to find out what children like to play with and provides familiar toys to engage their interest. For example, a young child takes time exploring a battery operated toy. She repeatedly presses the buttons showing her delight as the lights flash and the music sounds. Children have some opportunities to develop their independence and self-help skills. For example, they make independent choices of what they would like to play with from the selection of toys and resources made available by the childminder. However, resources are limited in number and do not reflect all areas of learning. This means that not all children are sufficiently challenged.

Children are adequately supported in the acquisition of communication and language skills because the childminder talks to them as they play during every day routines. Children have access to a small selection of books which they can look at independently or share with the childminder. Older children have access to a selection of art and craft materials and enjoy the tactile feel of the play dough as they make models. However, the childminder's limited understanding of the learning and development requirements means that she is not confident in adapting activities to meet the needs of children of all ages to enable them to participate at their own level. This means they are not prepared for transitions to school where more independence is expected.

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

Children are generally relaxed and at home in the setting. They are cared for in a comfortable family environment where the childminder provides appropriate supervision. Very young children new to the setting are effectively supported and helped to settle as the childminder responds warmly to them and offers appropriate reassurance. Older children are confident and independent and enjoy their time with the childminder. The childminder responds positively to children's 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 sleep undisturbed for as long as required.

Children have some opportunities to develop an adequate understanding of healthy lifestyles. The childminder works with parents in order to ascertain children's individual

dietary needs and allergies. Together they agree arrangements for providing meals and snacks, and she ensures children have regular opportunities to enjoy the fresh air. Children are generally well behaved and are beginning to learn what is expected of them. The childminder offers praise and encouragement which helps to promote children's confidence and self-esteem. The childminder acts as a positive role model to children, speaking calmly and dealing with minor disputes appropriately. Relationships between the children and their peers are generally positive and older children demonstrate care and consideration for those younger than themselves. For example, an older child engages with a much younger child and makes her laugh as he dances in front of her.

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 Statutory Framework for the Early Years Foundation Stage. 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 good progress in their learning. However, this is the childminder's first inspection since registration and she has only very recently begun caring for children. She vocally demonstrates a keenness to address strengths and weaknesses in her practice and of her provision, however, these have not been identified. The childminder has ineffective systems in place in order for her to monitor and review practice and so improve outcomes for children.

The childminder's knowledge of safeguarding is limited. She is not fully confident of the action to be taken should she be concerned about a child in her care. She has considered her safeguarding procedures which she shares with parents. However, these do not include the required verbal information on camera and mobile phone use, in order for her to adequately safeguard children should the situation arise. In addition, children's safety is not effectively promoted because the childminder has not taken positive steps to minimise potential risks. For example, the premises are not kept consistently secure and children have access to hazards, such as, dog feeding equipment in the home and cigarette butts in the garden.

The childminder works well within the adult-to-child ratios and consequently, children are appropriately supervised and supported. She has prepared a selection of policies and procedures to underpin her practice. However, these lack detail and are not consistently implemented. For example, the childminder has failed to obtain written consent from parents to take children on outings and information regarding the procedures to be followed in the event of a child being lost or uncollected are not in place. In addition, the childminder does not provide a complaints procedure nor does she make available to parents details about how to contact Ofsted, in the event that they believe she is not meeting the Early Years Foundation Stage requirements. This is a breach in the requirements of all registers. There are additional breaches in relation the Childcare register requirements.

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 the premises used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare register) (Suitability and safety of premises and equipment)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises. (compulsory part of the Childcare register) (Suitability and safety of premises and equipment)
- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare register) (Suitability and safety of premises and equipment)
- undertake a risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare register) (Suitability and safety of premises and equipment)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare register) (Suitability and safety of premises and equipment)
- ensure that the premises used for the purposes of childcare are safe and suitable for that childcare. (voluntary part of the Childcare register) (Suitability and safety of premises and equipment)

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.
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	EY449512
Local authority	Leicester City
Inspection number	807711
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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