

<b>Inspection date</b>	16/01/2013
Previous inspection date	18/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The educational programme is weak, and observation and assessment does not inform planning.
- Children's welfare is not fully safeguarded, as the childminder does not have the relevant knowledge to care for children in a medical emergency.
- Children are at risk as the childminder has not recognised and minimised all hazards in the environment.
- Children are unable to reach the toys and resources safely, so cannot choose what to play with.
- The childminder has not established systems for monitoring how well children progress, and does not share relevant information with others involved in their development.

#### **It has the following strengths**

- The childminder provides a warm, friendly welcome to everyone, as a result children feel comfortable and relaxed in her care.
- The childminder helps children to practise their language and communication skills as she spends time talking and listening to the children.

## 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 children involved in activities in the lounge.
- The inspector talked to the childminder and children present at appropriate times.
- The inspector observed all areas of the home that children use.
- The inspector reviewed a selection of the childminder's documentation.
- On the day of inspection, no parents were available to speak with and no written comments were provided.

## Inspector

Anne-Marie Moyse

## Full Report

### Information about the setting

The childminder registered in 2005. She lives in the village of South Brent, Devon. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. Children do not have access to the garden. The children are taken to local play areas and on outings.

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

voluntary parts of the Childcare Register. Currently she cares for nine children, including two in the early years age range. The childminder supports children with special needs and/or disabilities. The childminder is a member of the Devon Childminding Association.

The childminder takes and collects children from the local pre-schools and primary school.

### **What the setting needs to do to improve further**

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

- improve the processes for monitoring children's safety in the environment by a) developing a clear and well-understood procedure on how risks will be assessed and b) by identifying how often aspects in the environment will be checked and how hazards will be minimised according to the needs of the children attending
- provide and maintain appropriate fire detection equipment to improve the safety procedures in the event of a fire
- attend a suitably approved paediatric first aid course, so children are well cared for in an emergency
- develop the educational programme in all areas of learning by observing children to understand their level of achievement, interests and learning styles, and to then plan sufficiently challenging experiences for each child reflecting those observations
- develop the educational programme for personal, social and emotional development by a) making sure resources are relevant to children's interests and b) making resources and equipment easily accessible at child height, to ensure everybody can make choices.

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

- develop systems to monitor the educational programme to ensure children are at the appropriate level of development, by using supporting documents, such as Development Matters in the Early Years Foundation Stage
- improve partnership with others involved in children's learning by sharing information about children's progress, and taking account of what children do at the other settings to improve consistency.

### **Inspection judgements**

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

The childminder has insufficient understanding of the learning and development requirements under the Early Years Foundation Stage. She has a limited understanding on how children learn best through purposeful, playful opportunities. Toys and resources are not set out so children can easily reach and choose what to play with. This limits their motivation to explore and learn independently, which are important skills for their future learning. The childminder does not use information gathered by observing the children to assess what they can do, to plan ways in which she can support and extend their learning according to their current interests. As a result, children receive insufficient challenge and range of opportunities to help them develop and learn across all areas. The childminder only obtains minimal initial information from parents on children's care routines and needs. She has yet to establish a system so she can monitor how well children are progressing in her care.

Children rely on playing with the few activities set out for them by the childminder. They enjoy sitting with her and talking about a recent trip away, and use their imagination as they build with some bricks. Children receive lots of attention from the childminder who sits and listens to their chatter and on occasions joins in with rhymes and songs. Children show their love of books and can re-tell their favourite stories. However, the childminder does not always extend the children's interests or language skills by introducing new words, songs or stories. Books are not readily available in the environment to support children's interests and promote their pre-reading skills.

Children have formed close and secure relationships with the childminder and benefit from her warm interaction. The childminder helps children build puzzles talking about the straight sides and the position of the pieces. Children talk about the picture and complete the puzzle with ease. The childminder supports them in counting the figures or items shown in pictures, but does not promote children's learning by broadening their knowledge or challenging them.

Children benefit from outings to the local woods and play parks when weather permits. This provides children with opportunity to climb and balance on the large equipment, and get some fresh air. Children are supervised and the childminder helps children to look out for hazards. Children learn about road safety as they walk around the local community. The childminder talks to the children about nature and they try to spot various animals and birds.

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

Children are very fond of the childminder and they have formed secure and comfortable relationships. The childminder provides constant supervision and reassurance. This helps children to develop their confidence and self-assurance. The home is clean and well-presented, and provides a spacious area for play, and suitable furniture for rest and sleep. The childminder has plenty of resources and toys for children. However, they are stored

inappropriately which makes it impossible for children to see what is available to play with. The pile of toys is so high that it is unsafe for children to fetch anything for themselves. This restricts children's independence and self-motivation, and does not stimulate and broaden children's play experiences.

Children behave well as they receive individual attention and praise. However, children soon become bored if the childminder is not constantly on hand to provide resources. Children are familiar with the routine and help themselves to drinks and snacks, which are set out for them. Children sit at a small table, talk about their favourite fruits, and know that sweets are for treats and special times. The childminder knows their dietary needs and encourages them to eat healthily. She supports children in learning to follow appropriate hygiene routines and become more independent in their toileting. The childminder has formed some links with a local preschool and regularly collects children from the primary school. This helps children prepare for their transition on to school as it introduces children to different environments and people where they will eventually move.

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

Overall, the childminder does not have a clear understanding of the Early Years Foundation Stage requirements for either the learning and development or for safeguarding and welfare. As a result, there are areas, which she has failed to meet, and breaches that affect the safety and well-being of children. This includes her ability in assessing and minimising risks to children within the home. Resources and equipment are stored insecurely and inappropriately creating hazards to children. The childminder does not always consider the needs of the children attending in taking sensible precautions and using safety equipment to reflect the needs of each child to keep them safe. Smoke detectors do not work, which impacts on the evacuation procedure in the event of a fire. These failures to maintain a suitable safe environment for children show that the self-evaluation procedures in place are weak and ineffective. In addition, the childminder does not meet the requirements for The childminder continues to attend any training events held locally, but these are not because of targeting identified weaknesses. For example, the childminder has not attended training in an approved paediatric first aid course. Consequently, she does not have secure knowledge on what to do in a medical emergency, placing children at risk.

The childminder keeps suitable documentation to meet the requirements. She follows simple policies and procedures to guide her. This includes procedures to follow if the childminder has any concerns over child's welfare. She understands her responsibility in taking appropriate action. She has systems to record accidents and for the safe administration of medication, if they are required.

The programme for children's learning and development is poor. Although children enjoy the childminder's company they are not provided with sufficient stimulation and experiences across all the areas of learning. Toys that are set out by the childminder are not always well matched to children's current abilities or interests, and provide limited

choice and challenge. The childminder has yet to form a system to monitor the progress of the children to ensure that are reaching expected development stages. The childminder has formed suitable relationships with parents, sharing verbal information on a regular basis. Parents discuss with the childminder the arrangements and the procedures in place for their child's care and some aspect of learning. The childminder has some links with other early years providers that children attend. However, she does not share information about children's learning and development to ensure a positive and consistent approach.

### 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 (also applies the voluntary part of the Childcare Register).
- complete and maintain an appropriate first aid qualification (also applies the voluntary part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (also applies the voluntary part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (also applies the voluntary part of the Childcare Register)
- take action as stated in the requirements of the compulsory part 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

<b>Unique reference number</b>	EY301343
<b>Local authority</b>	Devon
<b>Inspection number</b>	900780
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/08/2009

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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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