

## **Inspection date**

01/02/2013

Previous inspection date

15/05/2009

## **The quality and standards of the early years provision**

**This inspection:**

4

Previous inspection:

3

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 lacks understanding of her responsibilities as required in the Statutory Framework for the Early Years Foundation Stage and some welfare requirements are not met.
- Children are not safeguarded in the childminder's care in the event of a child protection concern. This is because she has a very poor understanding of safeguarding procedures, does not see safeguarding children as her priority or responsibility and has not attended any training to develop her knowledge.
- Children's ability to gain some important skills needed for their future learning is compromised because the childminder does not always act as an appropriate role model.
- There is more scope to provide children with opportunities to socialise within the wider environment and to encourage further independence through improved access to a greater range of resources.

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

- The childminder is creating appropriate methods to assess children's learning and development and provides some appropriate activities to help support children's progress.
- The childminder forms some appropriate bonds and secure emotional attachments with the children in her care.

## 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 activities in the childminder's living room and dining area and looked at the playroom and garden.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the observations.
- The inspector looked at documentation including children's learning journeys, children's records, and a selection of policies and procedures.
- The inspector also took into account the written opinions from parents.

## Inspector

Lucy Showell

## Full Report

### Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children in a house in Kineton, Warwickshire. The whole of the ground floor, the bathroom and a bedroom on the first floor and the rear garden are used for childminding. The family has two dogs as

pets. The childminder collects children from the local schools and pre-schools.

There are currently four children on roll who are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

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

safeguard children by ensuring a policy and procedure in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB) is understood and implemented, including the action to be taken in the event of an allegation being made against a member of the household

ensure all persons working with the children understand who is responsible for liaison with local statutory children's services agencies and with the relevant Local Safeguarding Children Board, and have regard for the Government's statutory guidance

ensure all persons working with the children have up to date knowledge of safeguarding issues and are able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

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

- support children's personal, social and emotional development by ensuring children are cared for by good role models who help them to learn to manage their feelings and promote children's understanding of appropriate behaviour
- ensure parents receive correct and up to date information including the details about how to contact Ofsted
- improve opportunities for children to explore and engage in their local and wider community and encourage further independence by providing an enabling environment where children are free to select resources and make choices in their play.

### **Inspection judgements**

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

There are limited opportunities for children to explore the wider environment. For example, children are not involved in local groups or visits to play centres or the park. This means that they are not encouraged to learn important social skills through interaction

with other children in different situations. In addition to this, the childminder does not always act as an appropriate role model. For example, during the inspection, she shouts, points aggressively and bangs on the table; in response to some of the inspectors questions. Therefore, children are not receiving the support they need to learn how to manage their feelings or to understand acceptable behaviour. This impacts negatively on children's ability to gain some important skills needed for their future learning and development or support school readiness.

The childminder, who is supported by assistants, is becoming more aware of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. She uses the Development Matters in the Early Years Foundation Stage guidance suitably, to support her observations and assessments of children's progress. With this information she provides suitable activities to help children progress to a satisfactory level in some aspects of learning, given their starting points. The childminder is aware of children's development and recognises that they progress at different rates. Children's achievements are recorded within individual folders and used to identify the next stages for their learning and to provide activities accordingly.

The childminder works appropriately with parents and carers to help provide some continuity in their learning experience. For example, she shares some valuable information to involve parents in their children's learning at the setting and to help to continue this at home. She has gained sufficient information to help her write the summaries for the progress check at age two. These are shared with parents in order to identify the development levels and needs of the individual children to support their continued progress. Consequently, parents are suitably informed about their children's development. This also provides useful information to be shared to support children's transitions to other settings.

Within her home, the childminder and her assistant provide children with some different experiences through the resources available. During quiet times of the day, children are generally content and happy to play. They are developing some confidence in the childminder's home. They respond to the childminder's questions and are suitably engaged in some of the activities provided. Children enjoy sitting with the childminder and her assistant listening to stories. They talk about what is happening in the story and the childminder uses the opportunity to encourage children to identify colours and features in the book. Children use technology well, as they explore the games on the tablet computer and are confident to move the cursor themselves as they receive praise for their efforts.

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

Children's well-being is not adequately supported because the childminder does not have sufficient understanding of her role and responsibilities in protecting children from harm. The childminder uses some suitable strategies to encourage children to share and take turns with favourite resources. House rules are displayed for older children helping them to be considerate to the younger children. However, this conflicts with the childminder and her assistant's inability to manage their own behaviour appropriately. Therefore, children receive inconsistent messages which means that their well-being is compromised. Children

are however, building some positive relationships with the childminder and the assistants. Equality of opportunity is recognised and all children and their families are valued and respected. The childminder does not currently care for children who speak English as an additional language or for children with special educational needs and/or disabilities. She is however, aware of the need to adapt practice according to individual requirements

Photographs of the children, happy in their play, are displayed and they enjoy cuddles and laugh with the childminder. Children are asked what they would like to play with which enables them to develop some independent choices. The meals, which are provided by parents, support a healthy balanced diet and the use of the garden in suitable weather helps children to recognise the importance of fresh air and exercise. The childminder is able to respond effectively to the needs of children in some situations. For example, she and her assistant hold first aid certificates so that they can deal with accidents and emergencies appropriately.

The childminder invites the children to choose new items to order from the catalogue which promotes some decision making skills. Children are able to select resources from those available in the living room. However, a larger selection is not freely accessible for them to self-select from throughout the day which does not fully promote their independence. The areas used by the children are safe and secure and appropriate risk assessments are carried out. The childminder ensures that emergency contact details are available, and children wear fluorescent jackets so that they can be easily identified as childminded children if the childminder was to have an accident. Children are becoming more aware of their own safety. They are encouraged to learn about road safety on the school runs as they hold onto the push chair and look both ways before crossing the road.

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

The childminder lacks understanding of the Statutory Framework for the Early Years Foundation Stage and also of her responsibility as a registered provider to implement this as part of her practice. She has a complete disregard for the safeguarding and welfare requirements and is unaware of how this impacts on her ability to care appropriately for children. She has a very poor understanding of safeguarding procedures, does not see safeguarding children as her priority or responsibility and has not attended any training to develop her knowledge. As a result, her understanding of the known indicators of abuse is poor and children are not safeguarded in the childminder's care in the event of a child protection concern.

There is a written policy for child protection that states the childminder will talk to parents if she has a concern which is not in line with requirements. The policy then moves on to say what action the childminder will take if a child becomes unwell. It does not detail anything in relation to who she will contact if she has a concern about a child in her care and when asked, she has no knowledge of where the referral should be made. While she says that she can look at the internet, requirements dictate that she must have procedures in line with the guidance and procedures of the relevant Local Safeguarding Children Board. However, the childminder is not aware of the existence of the Local

Safeguarding Children Board. This impacts on timely action being taken to protect children.

For the Early Years Register the childminder is not required to have policies and procedures in writing, however, the lack of written information, in addition to the poor quality of the written detail in the childminder's policy for child protection, does result in a breach in the requirements for the Childcare Register. The childminder has implemented a policy for the action to be taken in the event of an allegation against a member of the home or her assistant. However, this does not reflect local procedures and when asked she has no knowledge of the statutory guidance to which she must have regard. As a result, children's welfare is not protected in the event of a safeguarding concern.

Appropriate records are in place for children's attendance, and for medication being given and accidents occurring whilst in her care. The childminder shares information with parents regarding children's care needs, developmental progress and she gains written consents for varied purposes. There are clear displays of information including the childminder's registration and insurance certificates. However, incorrect contact details for Ofsted are given to the parents and information shared in relation to the outcome of her last inspection is inaccurate. For example, written details highlight a better grade than that actually received. According to written accounts, parents are, however, happy with the service she provides and recent comments include: 'We are impressed by her calm, kind attitude and the relaxed, informal family setting' and 'My childminder has always provided a safe, loving and supportive environment for my children. They adore her and we all feel part of an extended family'.

The childminder does not access training because she does not have a relationship with her local authority advisory team and is not interested in developing working relationships with other childminders in the local area. She does however, share relevant information with teachers at the school with regard to older children that she cares for, which helps promote continuity. The childminder has completed a self-evaluation document with the support of her assistants. This has identified some improvements to be made in relation to resources and equipment. However, assessments of her practice are too weak. They do not identify her lack of knowledge and understanding of her role and responsibilities or highlight the failures in relation to unmet welfare requirements. Areas for improvement are therefore not accurately focused to ensure the childminder takes all necessary steps to keep children safe or to secure their well-being. In addition to this, because of her lack of knowledge and unwillingness to accept responsibility, she is not prepared to acknowledge that improvements are necessary. As a result, she is unable to assure that her assistants have the adequate skills and knowledge to carry out their roles and responsibilities effectively.

### 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 and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (applies to both the compulsory and voluntary parts of the Childcare Register)(Arrangements for safeguarding children)
- provide parents with information about the registration system for the compulsory part of the Childcare Register and Ofsted's address (applies to both the compulsory and voluntary parts of the Childcare Register)(Providing information to parents).
- take action as specified for the compulsory part of the Childcare Register (Arrangements for safeguarding children and Providing information to parents)

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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.

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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

<b>Unique reference number</b>	201333
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	817950
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/05/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

