

<b>Inspection date</b>	20/12/2012
Previous inspection date	10/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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How well the early years provision meets the needs of the range of children who attend		4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder's knowledge of the learning and development requirements of the Early Years Foundation Stage is weak. Consequently, she does not use observation and assessment of the children to identify individual learning styles, provide challenging activities or to effectively plan for the next steps in their learning.
- The childminder has not attended any recent safeguarding training and is not fully up to date with current practice. As a result, there is no clear procedure or policy for safeguarding children.
- The childminder does not hold a current paediatric first aid certificate.
- The childminder has not used self-evaluation to identify the strengths and areas for improvement within her practice and there has been no action taken to address weaknesses.
- Information regarding who has parental responsibility for children is not sought at the time of admission, which may impact negatively on children's welfare.

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

- Children play in an organised environment that is welcoming and child friendly.
- Children settle well and are happy. The childminder takes the time to get to know children well and forms secure emotional attachments with them.

## 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 taking place in the lounge and breakfast room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's observation documents and children's records.

## Inspector

Lynn A Hartigan

## Full Report

### Information about the setting

The childminder was registered in 1986 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Ipswich, Suffolk. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog.

The childminder regularly attends a toddler group and activities at the local library with children. She visits the local shops and park on a regular basis. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of

sessions. The childminder operates all year round, Monday to Friday, except for bank holidays and family holidays.

### **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, for example, by attending training and ensure the policies and procedures to safeguard children are up to date and in line with the Local Safeguarding Children Board guidance
- complete a local authority approved first aid training course
- improve knowledge and understanding of the Early Years Foundation Stage, with specific regard to the learning and development requirements
- improve the two way flow of information between parents and the setting to ensure all information required to support children's welfare is in place, this refers to seeking information with regard to who has parental responsibility for the child
- use ongoing assessment and observe each child to understand their level of achievement, starting points, interests and learning styles. Use this information to identify the next steps in their learning and encourage parents to share in their child's learning at home.

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

- use self-evaluation to monitor practice so that weaknesses are quickly identified, action is taken to address these and any required training is sought.

### **Inspection judgements**

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

Children are happy and settled in the childminder's care and they engage in some activities and outings that interest them. However, learning is more incidental than planned. This is because the childminder does not have a secure knowledge and understanding of how children learn or of the seven areas of learning within the Early Years Foundation Stage. She does not complete regular and precise observations in order to understand the children's level of achievement, interests and learning styles. Therefore, she is unable to identify the next steps in children's learning or plan appropriate activities to challenge and extend what they know so that they make good progress.

Some aspects of the childminder's practice is appropriate. Children are able to self-select toys and resources and initiate their own play. The childminder provides some support for the children as they play and provides one-to-one attention. For example, when children make birds and bugs with the play dough the childminder sits with them and makes suggestions, assisting when needed. Children have fun playing a matching game with cards and chat happily with the childminder, comparing the pictures. She encourages them to look at the different colours and shapes on the cards. However, she is unable to extend the learning further due to her lack of precise knowledge about what the children need to learn next; this impacts on the individual progress children are able to make.

Although parents share information with the childminder about their children's personal needs, likes and dislikes, they are not involved in an initial assessment of their child or asked to share information on what their children can do. In addition, the childminder is unaware of the requirement to complete a review of children's progress when they are aged between two and three years. Consequently, if extra support is required, this may not be identified and swiftly addressed to ensure children's individual needs are met.

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

Children have developed warm relationships with the childminder. They are secure and happy in the childminder's home and this is because the childminder ensures they are welcomed into a fun and child-friendly environment. Time is taken to settle children well. The childminder gives clear guidance as to what is acceptable behaviour and, therefore, children behave well and they show that they feel safe in the childminder's care. However, weaknesses in safeguarding and welfare because of the childminder's lack of knowledge and understanding of the requirements of the revised Early Years Foundation Stage mean that children's safety is compromised. Children learn about healthy diets as they enjoy snacks such as fruit. They happily help the childminder to peel oranges and know to wash their hands before eating; this is because they are familiar with everyday routines.

Children are beginning to be independent and take care of their personal needs. For example, tissues are offered when they sneeze and they know to dispose of these quickly by putting them in the bin. Children enjoy walking to the park for physical exercise and fresh air. The childminder's appropriate nappy changing procedure ensures children are protected from cross infection. Transition from home to the setting is successful as the childminder takes time to get to know the children and their family and ensures they are happy and settled. Although no children currently attending use another setting delivering the Early Years Foundation Stage, the childminder is aware of the importance of sharing information between the two parties.

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

Children are cared for by a caring childminder. However, she has little knowledge of the learning and development requirements of the Early Years Foundation Stage, which impacts on her ability to sufficiently monitor children's development or effectively plan for the next steps in their learning. As a result, children are not able to move forward with

their learning so that they make as much progress as they can. In addition, the childminder has not reviewed her practice in order to assess what needs to be improved and this has prevented her from identifying and addressing weaknesses that affect the quality of care and early education offered to children. Consequently, some legal requirements in relation to effectively promoting children's welfare have not been met, which compromises her ability to safeguard children.

Although the childminder has some understanding of what to do in an emergency situation and has a fully stocked first aid kit, she has failed to maintain a current first aid certificate. This compromises children's safety, particularly should an accident or injury occur. In addition, while the childminder has a basic understanding of the signs and symptoms of abuse and neglect she has not attended any recent safeguarding training to ensure that her knowledge and understanding of safeguarding practices are in line with current guidance. In addition, she is not familiar with the legal requirements within the revised Statutory Framework for the Early Years Foundation Stage. For example, she has no child protection procedures in place to share with parents and does not obtain information from parents, upon entry, as to who has legal parental responsibility for their children. These form part of the safeguarding and welfare requirements and failure to have these in place compromises children's welfare. The lack of up-to-date first aid training and lack of a written statement of procedures to be followed for the protection of children are also breaches of requirements of the Childcare Register.

Parents are warmly welcomed into the home and the childminder has formed positive working relationships with them. She is supportive and flexible in accommodating parents' preferences in relation to their children's individual daily routines. Some information is readily available to them. For example, the childminder is beginning to develop documents that record what activities their children have completed and photographs to evidence this. However, this information is not used to help guide parents in supporting their children's learning at home and there is a lack of secure information gained from parents in relation to children's welfare. The childminder assists parents in choosing pre-schools and nursery for their children and is happy to visit settings, as required, to ensure a smooth transition from her care to pre-school.

### 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:

- complete a local authority approved first aid training course (Qualifications and Training) (Compulsory part of the Childcare Register)

- 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 (Arrangements for Safeguarding Children) (Compulsory part of the Childcare Register)
- complete a local authority approved first aid training course (Qualifications and Training) (Voluntary part of the Childcare Register)
- 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 (Arrangements for Safeguarding Children) (Voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	250878
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	818386
<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>	10/03/2009
<b>Telephone number</b>	

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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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