

Inspection date	04/02/2013
Previous inspection date	13/01/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	Met
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

- The childminder does not make sure that all equipment accessed by children is safe for them to do so. This means that children are at risk of harm while in the childminder's care.
- Facilities provided for children to dry their hands increase the risk of cross-infection. As a result, the good health of children is not always promoted and their understanding of effective and hygienic practice is not always enhanced.
- There is scope to develop the use of self-evaluation to review and identify all strengths and areas for development, and to ensure continuous improvements are made.

It has the following strengths

- Partnership arrangements with parents effectively support continuity in children's learning and development.
- Children make sound progress in their learning and development and enjoy taking part in a range of activities during their time with the childminder and their peers.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 areas used by children indoors. The outdoor play area was also viewed.
- The inspector looked at children's assessment records, planning, evidence of suitability for those aged 16 and over living in the premises and a range of other documentation.
- The inspector held a wide range of discussions with the childminder and spent time observing and talking to minded children.

Inspector

Ann Cozzi

Full Report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one grown-up child and three other children aged seven, 10 and 15 years in a house in Harlow, Essex. The whole of the downstairs area, first floor bathroom and one bedroom and second floor landing are used for childminding. In addition there is a fully enclosed rear garden used by children.

The childminder only cares for children before and after school and takes and collects children to and from school. There are currently seven children on roll, of whom one is in the early years age group. Children attend for a variety of sessions. The childminder operates term time only from 7.20am to 9am and again from 3.20pm to 7pm Monday to Friday. The childminder has an appropriate level 3 qualification in childcare. She is a member of Professional Association for Childcare and Early Years. The family has one rabbit, six guinea pigs, two gerbils, one hamster, two cats and two aquariums containing fish.

What the setting needs to do to improve further

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

- improve risk assessment to ensure that resources are fit for purpose and safe for children to use
- promote the good health of children by ensuring children adopt and learn about good hygiene practices to ensure the risk of cross infection is reduced.

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

- develop the evaluation systems to clearly show the improvements for the future, to support long term achievements and outcomes for children.

Inspection judgements

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

The childminder has a sound knowledge and understanding of the Early Years Foundation Stage. She uses information about children's development across all areas of learning to

plan an interesting range of activities. She achieves this through partnership working and her own observations and assessments of children in her care. This ensures that learning experiences are matched to the individual needs of children who make suitable progress given their starting points.

Children appear to enjoy learning as they busily help themselves to toys and resources which interest them. Activities are provided which support them to develop communication skills. For example, the childminder engages children in conversations about their participation in show and tell at school. Children talk confidently with others showing that they are competent communicators. The childminder uses labels and picture clues in the environment which teaches children to recognise letters and words. Children enjoy taking part in adult-led activities, for example, learning about the lifecycle of a butterfly. Following instructions from the childminder they put on an apron in preparation for messy play. Children demonstrate that they are developing an understanding of space and shape as they concentrate on dipping dry pasta in glue and then positioning it to complete their creation.

The childminder uses drop off and pick up times to hold casual discussions with parents about their children's achievements. Parents also have access to their own child's records, providing them with a sound range of information about their child's individual learning and development. This ensures that they are provided with information, which helps them to support their child's learning at home. Parents are also encouraged to share important milestones or achievements that may have been reached at home. This keeps the childminder up to date with each child's development stage, which enables her to build on and extend what children already know and can do.

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

Children independently wash their hands at pertinent times such as after using the toilet and before meals. However, the provision of a communal towel for hand drying increases the risk of cross-infection between children, and limits their learning about effective hygiene practices. Children learn about how to keep themselves safe through the use of appropriate car seats and restraints on journeys to and from school. In addition they take part in emergency evacuations of the childminder's home, which helps them to know what to do in the event of a fire. Children move around the childminder's home with confidence, demonstrating they feel safe and secure in the environment. However, the childminder has failed to implement adequate safety measures with regard to children's use of a large trampoline situated in the garden. This places them at risk of harm and results in them gaining a false sense of security when using this equipment.

The childminder holds a meeting with parents in order to learn about the care needs of each child. For example, dietary, medical and personal needs. This information helps her to gain an understanding of the individual children and prepare her setting to support continuity in their care. Children show close attachment to the childminder, demonstrated as they consistently seek her out for conversation or excitedly show her their finished creations. Children demonstrate self-sufficiency and a sense of belonging in the childminder's home. For example, they independently take themselves to the toilet or help

themselves to a drink when they are thirsty. This is supported by the organisation of the environment which also features displays of children's work, making it warm and welcoming. The childminder's consistent approach and clear guidelines adequately support children to understand about what is acceptable behaviour.

There is no bias in the childminder's attitude to race, religion or disability. This outlook is conveyed to the children as they access resources and take part in activities which explore other cultures and customs. The childminder, who provides care before and after school, has developed sound links with children's teachers. This helps to appropriately support continuity of care, learning and transition as they move through mainstream school. Children enjoy engaging in physical activities indoors and outside which promotes their good health and physical control and coordination. For example, younger children have fun when they are taught by older children how to do a star jump.

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

The childminder shows an inadequate understanding of how to meet safeguarding and welfare requirements. She has previously undertaken training in child protection and knows how to make a referral should she have a concern about a child in her care. However, risk assessments undertaken by her have failed to effectively identify and minimise risks to children in her care. This has resulted in a failure to implement appropriate safety measures. This relates in particular to children's access to, and use of a poorly maintained trampoline in the garden. As a result, the safety and welfare of children in her care is inadequate. This is a breach of the welfare requirements and also of the requirements for the Childcare Register. The childminder has a relevant paediatric first aid training certificate as required, which enables her to provide emergency care in the event of an accident.

The childminder demonstrates a sound understanding in relation to her responsibilities for meeting the learning and development requirements. She has developed positive relationships with parents, providing them with information about their child's care and learning on a regular basis. The childminder has developed adequate relationships with other providers, promoting the sharing of information relating to children's care and next steps in learning. This supports children's well-being and continuity of learning. At times the childminder reflects on the individual views of parents. This helps her to ensure that she continues to meet their needs. However, she does not consistently reflect on her practice in order to evaluate her service by clearly identifying strengths and areas for future development. As a result, her ability to drive improvement for the benefit of the children who attend is more limited.

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 the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment)(Compulsory part of the Childcare Register).
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (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 action. 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	EY244742
Local authority	Essex
Inspection number	817386
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	13/01/2012
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, which are usually the childminder's 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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