

Inspection date	27/02/2013
Previous inspection date	16/03/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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's understanding of the Early Years Foundation Stage welfare and learning and development requirements is poor resulting in weak practice which does not match all children's needs.
- Systems for observing and assessing children's progress are ineffective and planning does not take into account children's individual needs and next steps. Ways to involve parents in exchanging information about their children's learning and development have not been established to aid their progress and future planning.
- Procedures for safeguarding children are weak as the childminder does not ensure that the required information about each child is clearly recorded and accessible.
- Children's health is not promoted as the childminder does not implement effective procedures for administering medicines.
- The strengths and weaknesses of the provision are not identified and the childminder has ineffective systems in place for monitoring and reviewing her practice, resulting in significant gaps in her provision.

It has the following strengths

- The childminder is aware of children's individual needs and routines in order to help them settle 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
- 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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at, evidence of suitability and qualifications of the childminder and a selection of policies and procedures.
- The childminder looked at children's learning journeys.
- The inspector observed practice and interaction between the childminder and children.

Inspector

Claire Jenner

Full Report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in a house in Market Harbrough, Leicestershire. The whole of the ground floor is used for childminding. The childminder has two pet dogs, rabbits and an aviary of birds.

The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools.

There are currently eight children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, 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

The provision is inadequate and Ofsted intends to take the following enforcement action:

Ensure the required information about each child is consistently recorded and accessible.
(29/03/2013)

Implement a policy and procedure for the administration of medication and ensure written permission for each particular medicine is obtained from the child's parent and/or carer.
(29/03/2013)

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

- increase knowledge and understanding of the Early Years Foundation Stage welfare and learning and development requirements and how to implement them
- implement effective systems to ensure that appropriate observations and assessments of individual children are in place across all areas of learning and use this information to plan a range of purposeful activities
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home and in the setting.
- ensure the required information about each child is consistently recorded and accessible
- implement a policy and procedure for the administration of medication and ensure written permission for each particular medicine is obtained from the child's parent and/or carer

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.
- Promote the good health of children attending the setting and take the necessary steps to prevent the spread of infection.

Inspection judgements

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

The childminder understands that children learn through play and has some knowledge of individual children's interests. However, she has a limited understanding of the learning and development requirements, which results in children making poor progress in their learning. The childminder does not undertake regular or precise observations and assessments of the children in her care, consequently she is not sufficiently aware of what they can do and need to do next. This means she is unable to 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 developed positive relationships with parents and provides information verbally about what children have been doing during their day on their collection. 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 focusses more on care practices.

The childminder has forged positive relationships with the children in her care and has some understanding of what they enjoy doing. For example, young children's enjoyment of music is acknowledged with the provision of a selection of musical instruments. However, children are given limited guidance and support by the childminder, which results in them moving quickly from one activity to another. This means that opportunities are frequently missed by the childminder to extend children's learning in order to build on their progress. Children are adequately supported in the acquisition of communication and language because the childminder talks to the children as they play. For example, as children use plastic shapes to create a face. The childminder names individual facial features and asks simple questions encouraging children to find their own noses and eyes. Children have access to a small selection of books and equipment to make marks. However, these are poorly presented and some unsuitable for the age and understanding of the children that attend.

Children have some opportunities to develop their independence and self-help skills. For example, they are able to make independent choices of what they would like to play with from the selection of toys and resources available. However, resources are limited in number and do not reflect all areas of learning. This means that children are not sufficiently challenged and lose interest quickly. In addition, the childminder does not consistently pay attention to how children engage in activities and on occasion interrupts their play. For example, a child's self-initiated game with a box and maracas was halted by the childminder who took the box from the child in order to tidy away.

Children have some opportunities to learn about the wider world and nature because the childminder regularly takes them out into the local community and to recreational play areas. However, such activities are often carried out in isolation because the childminder does not consider how these can be continued in order to consolidate and extend children's learning further.

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

Children have developed secure attachments with the childminder and are confident to turn to her for comfort and reassurance when needed. For example, a child 'under the weather' is happy to sit on the childminder's knee for cuddles in-between activities. Children are familiar with the routines and are generally settled in the environment and in the childminder's company. The childminder responds appropriately to children's individual care needs and has a sound understanding of their daily routines and preferences. For example, she recognises when children are tired and need rest ensuring that they sleep in line with their individual preferences and parental wishes.

Children mostly behave well and the childminder has appropriate expectations of them. She acknowledges their positive behaviour and responds in a way that is reflective of individual needs and levels of understanding. For example, she acknowledges and thanks a child who helps to tidy away before lunch. However, the childminder misses opportunities to further support children's personal, social and emotional development through everyday routines. For example, at snack time children are given a biscuit, which restricts their opportunities to make independent choices or to do things for themselves.

Children have some opportunities to develop an adequate understanding of healthy lifestyles and keep themselves safe but these are inconsistent. The childminder works with parents to provide meals and snacks and children enjoy fresh air and exercise on a daily basis. For example, children particularly enjoy walking with the childminder's dogs and regularly visit local parks and recreational areas. In addition, they are gently reminded not to put pens in their mouths when drawing. However, the childminder does not consistently ensure that children learn about and participate in good practice themselves through their every-day routines. For example, children were observed not to be prompted or supported to wash hands before eating or after touching the dogs.

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

Leadership and management is inadequate as the childminder has not adequately kept up to date with changes in the requirements and guidance of the Statutory Framework for the Early Years Foundation Stage. As a result, she is not fully aware or confident in 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. In addition, some actions made at the previous inspection have not been satisfactorily addressed. The childminder has obtained a selection of policies and procedures and has updated some of her records. However, she does not understand how to undertake regular observations and assessments of children. As a consequence, she does not plan or implement an educational programme that has depth and breadth across the seven areas of learning.

The childminder's knowledge of safeguarding is adequate. She has prepared a written

procedure and confirmed she is aware of whom to contact should she be concerned about a child in her care. However, the childminder does not consistently record or make available the necessary information about individual children. For example, this includes emergency contact details for parents, child's name and address and person with parental responsibility for the child. This is a breach in the requirements and means that the childminder is unable to adequately safeguard children, should a situation arise. This non-compliance with requirements impacts on children's safety and welfare and includes requirements of the Childcare Register.

The childminder assesses the environment and whether it is safe for children. She has identified areas that are not suitable for children to use, including the garden and conservatory. This is noted in her written risk assessments and reflects the action she has taken. The childminder works within the adult/child ratios and knows that she has responsibility to supervise children at all times both within the home and when visiting groups. The childminder has prepared a selection of records, policies and procedures. However, these are not effectively implemented. For example, the childminder failed to obtain written consent from parents for the administration of medication that had been prescribed for a child, which compromises children's safety and well-being. In addition, this is a requirement of the Childcare Register. This means that older children are not sufficiently safeguarded by the implementation of the necessary policies and procedures.

The childminder vocalises a commitment to provide a caring and homely environment for children. However, her lack of understanding of the Statutory Framework for the Early Years Foundation Stage means that there are significant gaps in her provision. In addition, she has not implemented effective systems in order for her to monitor and review practice and therefore the strengths and weaknesses of the provision have not been identified.

The childminder does not have effective systems in place in order to help keep parents up-to-date with their child's progress and development because she is not secure in what this means herself. She currently has no children attending other early years settings in order to work in partnership, to ensure consistency in children's learning.

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 necessary records are maintained for each child (compulsory part of the Childcare Register)
- ensure that written consent is obtained for the administration of medicine and that

records are consistently maintained (compulsory part of the Childcare Register)

- ensure that the necessary records are maintained for each child (voluntary part of the Childcare Register)
- ensure that written consent is obtained for the administration of medicine and that records are consistently maintained (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	226086
Local authority	Leicestershire
Inspection number	787253
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	16/03/2012
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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