

<b>Inspection date</b>	08/05/2013
Previous inspection date	11/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 knowledge of the safeguarding and welfare requirements is incomplete, which impacts on her ability to keep children safe, this includes her knowledge about how to respond if an allegation is made against a person living, working or looking after children at the premises. This impacts on her ability to protect children from harm.
- The childminder is not aware of the requirement to complete a progress check at age two to identify the child's strengths and any areas where the child's progress is less than expected. As a result, parents do not receive a written summary to support their involvement in children's learning at home.
- Self-evaluation is weak and has too little impact to improve provision for children.
- Children can only make choices from resources that the childminder has set out for them; they cannot always follow their own interests. This affects their self-motivation and self-confidence.

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

- Children make appropriate progress in their communication and language through conversation about the activities and resources that are available to them.
- Children are happy and settled with the caring childminder, who has many years of experience.

## 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 the childminder's home.
- The inspector spoke with the children, had discussions with the childminder and a parent and took account of information in letters from parents.
- The inspector sampled the range of documentation, including training records, child information records, register, accident and information given to parents.

## Inspector

Angela Cole

## Full Report

### Information about the setting

The childminder registered in 1990. She lives with her husband and an adult son in the Reddings area of Cheltenham, Gloucestershire. The childminder uses several areas of the house for childminding, including the sitting room and kitchen/dining area. There are two upstairs bedrooms available for sleep provision. There is an enclosed, rear garden with paddock, grass and patio surfaces for outdoor play. The family has a dog, three goats and several chickens. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She offers care from Monday to Wednesday, before, during and after school and during school holidays. The childminder has four children on roll who are all in the early years age group. She is available to drive to the local school and pre-school to take and collect children.

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

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

- improve knowledge of the policy and procedures to safeguard children and ensure that they are in line with Local Safeguarding Children's Board procedures, with particular reference to how to proceed in the event of an allegation being made of serious harm or abuse by any person living, working or looking after children at the premises and notifying Ofsted of significant incidents
- improve the programme for personal, social, and emotional development, by encouraging children's self-confidence to make choices and express preferences about their own play
- provide parents and/or carers with a short written summary review of each child's progress between the age of two and three years
- develop self-evaluation to improve provision and practice, including knowledge of the Early Years Foundation Stage requirements to have a clear understanding of all required roles and responsibilities.

### Inspection judgements

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

Overall the childminder has a general understanding of how children develop and learn through her long experience of working with families. She gains some information from parents about new children to help them settle. She watches their play and behaviour to gain a general view of their starting points. Children appear to make satisfactory progress in most areas of learning as they engage in activities in the home and at regularly visited toddler groups. In discussion, the childminder demonstrates that she is adequately aware of each child's abilities. She describes where they are in their learning and development and whether this is in line with, above or below developmental milestones for their age. She is aware of where they need help and satisfactorily uses this information when planning activities. The childminder is not aware of the requirement to provide parents with a short written summary of their child's development between the ages of two and three years old. She has not formally shared children's progress with their parents. As a result she has not been able to identify all potential gaps in children's learning, in consultation with parents.

The childminder has established a routine that includes frequent trips out. For example, children visit the childminder's animals and collect eggs laid by her chickens. They begin to understand the world around them as they watch trains from the playroom window and feed ducks in the park. They sometimes explore through their senses as they play with water and collect leaves and sticks to glue on their pictures. The childminder follows the interests they show, for example enthusiastically naming animals in books and discussing the noises these make. She often talks about their activities, asking questions to help them think and helping them to be aware of some words they can use later. She satisfactorily encourages their listening skills by asking simple questions, for example about their parents, including, 'Where's daddy?' The childminder encourages children to develop some independence in learning as she lays out some toys for them to choose from before they arrive. However, children are only able to choose from toys that the childminder puts out for them. This means that their opportunities to make choices are limited and they do not always become deeply involved in their play. This impacts on their personal, social and emotional development, particularly their self-confidence as they are not fully able to express their choices.

The childminder sometimes encourages children to practise their early writing skills through drawing and introduces letter sounds for children to guess words, such as 'strawberry'. She teaches older children about grammar by introducing words, such as 'I' and 'me', and correcting their logical attempts at plurals, including 'sheeps'. The childminder adequately engages children's interest by inviting them to join in activities that she sets out, such as a range of jigsaws to complete. She models the use of a telephone and children start to use their imagination as they 'speak' into it and 'take' photographs. Children begin to explore quantities and shapes as they add 'more' blocks to build 'tall' models; they post shapes that the childminder names, including a triangle, square and circle. The childminder gives children time to concentrate on their play and to begin to work things out for themselves. She encourages children to gain some independence in hygiene and managing their personal care. As a result, children generally acquire skills and attitudes to satisfactorily support their next stages of learning.

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

The childminder does not have sufficient knowledge of aspects of the range of safeguarding issues to ensure that children remain safe in all circumstances. For example, she is not aware of the procedure to follow in the case of an allegation made against her or a member of her household. This potentially impacts on how safe children are with her. However, the childminder's friendly practice enables young children to begin to form appropriate bonds and emotional attachments with her. They come to her for cuddles when they need comforting. The childminder appropriately supports children to enjoy what they are doing. She helps them to follow their usual routines, for example when they feel tired and settle to sleep with their comforters.

Young children are increasingly aware of each other as they play alongside and the childminder appropriately promotes equality of opportunity. All children are included in activities and even the youngest child enjoys looking at books. They begin to learn to play sociably with other minded children and during regular visits to children's groups. Young children gain some confidence and self-motivation. However, they are not able to make wide choices about their play as they do not have free access to resources, other than those that the childminder sets out. They enjoy other activities at the toddler groups, including painting and celebrating different festivals. The childminder demonstrates a caring approach in managing children's behaviour. She sets boundaries and, consequently, children behave suitably and politely. For example, young children say, 'thank you' and show consideration for toddlers.

Children gain an appropriate understanding of healthy lifestyles. They have daily opportunities to begin to explore their surroundings outdoors as they go on outings. The childminder makes more use the garden during warmer seasons when children use her small slide, sit and ride toys and rocker. She takes children on trips in the local community, for example to visit parks for play on larger slides and swings. Young children begin to learn about their own hygiene and personal needs. They talk about healthy foods during pretend play and when they choose fruit and vegetables from supermarket shelves.

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

The childminder has many years of experience caring for children and has completed some safeguarding training. However, while the childminder has some understanding of how to respond if she has a concern about a child, she does not effectively fulfil her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has no knowledge of procedures to follow if an allegation was made against herself or a person living on the premises. She has incomplete understanding about when to contact Ofsted to inform the regulator of significant incidents or changes in her provision. Both of these impact on the provision for children's safeguarding and are breaches of legal requirements of the Early Years Foundation Stage. The childminder satisfactorily risk assesses her home so that the premises are secure and

the play spaces and equipment are safe and child-friendly. She is aware of appropriate safety aspects on outings to reduce risks for children. The childminder maintains the minimum of paperwork comprising legally required documents for the care of children in the early years. She does not help to ensure that older children are safe by keeping a written statement of safeguarding procedures to be followed for the protection of those in the older years age group. As a result, she does not meet the requirements of the Childcare Register.

The childminder is adequately aware of stages of child development to monitor children's progress and to identify some gaps in children's achievements. However she has limited understanding of the learning and development requirements. As a result, she does not know to provide parents and/or carers with a brief written summary of their children's progress at the age of two years, which is a breach of a legal requirement. The omission has a negative impact on the support the childminder gives to families to support their children's learning at home. She is not able to encourage shared learning opportunities and children's progress is affected as a result.

The childminder values the views of parents expressed in conversation and takes regard of children's expressed wishes and preferences. She has adequately addressed the action and recommendation from the previous inspection. She has talked with each parent about their child's progress and their next steps and shares information about their activities, including photographs. Parents says they are pleased that their children are cared for in a family home by the childminder, who they feel know their children well and 'challenges them but not beyond their limits'. However, the childminder's self-evaluation is limited as she is not aware of all aspects to improve. She has not acted on her responsibility to make herself aware of current Early Years Foundation Stage requirements. She attends some relevant training offered in another working capacity. However, she has not sought other ways of building up her professional development, such as responding to a communication from the local authority advisor. As a result, she has not increased her knowledge to demonstrate a complete understanding of her role and legal responsibilities. This means that she has failed to meet several legal requirements of the Early Years Foundation Stage

### 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 (Arrangements for safeguarding children)(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) (Voluntary 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.
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

<b>Unique reference number</b>	101215
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	913281
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/02/2013
<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, 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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