

<b>Inspection date</b>	07/05/2013
Previous inspection date	12/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder does not meet a number of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. In particular, adult-to-child ratios are not met before and after the school day.
- Children's safety is compromised when walking to and from school because the childminder does not adequately identify and minimise risks.
- The childminder does not obtain relevant information on children's starting points through an initial assessment that involves parents. She does not use observation and assessments to plan challenging experiences linked to their next steps.
- The childminder does not understand her role in reviewing children's progress at the age of two years. Links with other settings that children attend are not established to share children's progress. Consequently, their learning is not consistently supported.
- The childminder has not reviewed her provision by using a self-evaluation process or involved parents in identifying priorities for improvement for the benefit of the children.

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

- Children relate well to the childminder and are settled in her care because she displays a kind, caring nature.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the childminder and children.
- The inspector discussed the childminder's improvement plans.
- The inspector observed the childminder engage in a range of outdoor learning activities and daily care routines with the children.
- The inspector looked at available documents.

## Inspector

Patricia Bowler

## **Full Report**

### **Information about the setting**

The childminder was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her child aged 12 years in Burbage, Leicestershire. The whole ground floor of the house and the rear garden are used for childminding.

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

There are currently 19 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

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

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

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that minimum legally allowed adult-to-child ratios are maintained at all times

assess and minimise risks to children's safety when walking to and from school

ensure indoor space requirements are met.

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

- ensure that all legally required information about each child is recorded and made available at inspection
- ensure that information from observations and assessments is effectively used to identify children's levels of achievement, learning styles and interests. Use the information to shape learning experiences for each child that reflect the observations
- establish links with other providers of the Statutory framework for the Early Years Foundation Stage to provide consistency in learning, in order to support transitions as children move on in their early education.

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

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

Children's learning and development is not adequately promoted as the childminder does not have a secure understanding of these requirements in the Statutory framework for the Early Years Foundation Stage. A daily diary is used to record the activities in which children have engaged in, but observations and assessments are not carried out or recorded to identify if children are reaching expected levels in all areas of their development. The childminder does not have sufficient knowledge of the children to plan activities that meet their individual learning needs. Therefore, children do not make

sufficient progress in their learning to prepare them for the move to pre-school or school. The childminder is also not aware of the requirements to complete the progress check at age two for children in this age group and to share this with parents. Therefore, she does not provide parents with an accurate assessment of children's progress in the prime areas of learning, or identify any gaps in learning that may require early intervention.

Children are settled and move confidently around the home, both indoors and outdoors. The dedicated playroom enables children to engage in a range of activities. Resources stored in low-level units enable them to choose and steer their own play. They enjoy activities which help them to understand the wider world and special events. They recall recent activities where Olympic flames were made using creative materials, and outings to see the flame being carried through the town. They also joined in cheering The Queen on the occasion of her visit. The childminder was vigilant during these outings to ensure required ratios were met and children were appropriately supervised to maintain their safety.

Children enjoy outdoor play in the garden. They take turns to hold onto a knotted rope swing securely attached to a tree. They discuss who can hold on the longest as they count the number of swings they complete. Children talk eagerly about the leaves and emerging blossom on the tree. They know this will turn into apples which they can pick and use in baking activities. Children joke about other produce grown. They laugh as children talk about carrots growing on trees until the explanation of the foliage growing above the ground is compared. The garden offers opportunities for children to develop their physical skills. They ride wheeled toys confidently, pedalling and steering, crawl through a tunnel where they also roll and catch balls, and engage in role play situations in the playhouse. Children practise somersaults on the lawn, accepting advice on doing this safely as the childminder helps them to tuck their head under. Self-esteem is boosted as they proudly accomplish this, repeating it over again on their own. They respond to praise as the childminder acknowledges their efforts. Children enjoy these activities, but the childminder does not have the knowledge of their individual needs to use the activities effectively to support their progress.

Children benefit from visits to the local toddler group and an active play session. They gain awareness of their local community, developing social skills and confidence as they meet and play with other children.

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

Children's well-being is compromised due to the number of children being cared for and potential risks to their safety, especially as they walk to and from school. The childminder has not informed parents or carried out an assessment in relation to each child cared for as an exception to the legal ratios. Once inside the childminder's home, children are cared for in a secure environment where they are not able to leave unsupervised. However, although they move confidently around the home, space requirements are exceeded when children in addition to those in the early years are present. Therefore, the care of the older children adversely affects the care of children in the early years age group. The low-level storage units in the dedicated playroom enable children to confidently access

resources and steer their own play. Other areas on the ground floor enable children to engage in quiet activities if they choose. The garden at the rear of the home provides direct access to outdoor play. The childminder has a good knowledge of children's care needs and discusses daily routines with parents. However, it is not clear whether all legally required information is recorded because written information is not readily accessible due to the disorganised way in which this is stored. This compromises children's safety and well-being.

Children enjoy fresh air as they access the garden directly from the playroom. They develop physical skills as they use a range of outdoor toys and resources including a rope swing from the apple tree. Children develop an awareness of keeping themselves safe and talk about holding onto the rope above knots to ensure they do not slip while swinging. The childminder talks in detail to children about road safety. Younger children travel safely in a double buggy or have wrist straps. However, because ratios are exceeded when taking and collecting children to and from school, the risk to children's safety is heightened and the childminder has not assessed and minimised this. Children know to walk in pairs and not to advance too far in front of the childminder. Accurate records relating to illness and accidents are maintained and she holds a current first aid certificate. However, her ability to supervise children adequately at all times is at risk of being compromised especially, for example, if one of the children was involved in an accident or incident on the way to or from school.

Generally, children's behaviour is good. They listen to the childminder and each other, learning to share, take turns and develop an awareness of the needs of others. The childminder promotes children's self-esteem and confidence through her consistent use of praise and encouragement so they know their actions have been acknowledged. This provides them with some skills that will support them when they move on to pre-school or school. However, there are gaps in the educational programmes so that, overall, children are not fully supported in the transition to school.

Arrangements for personal hygiene are effective. The childminder is vigilant in her own practice to ensure the premises are clean and children acquire good habits through consistent routines. As a result, the risk of cross-infection is minimised. Children's health is further supported with discussions about dietary needs and the provision of a variety of nutritious meals and snacks.

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

This inspection was brought forward as a result of a complaint about overminding. The childminder does not comply with all the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There is also a breach of the requirements for the Childcare Register. Consequently, leadership and management is inadequate. In addition to the omissions detailed above, the childminder does not have a sufficient understanding with regard to the number of children she can care for and she is regularly caring for too many children before and after school. This has a negative impact on children's well-being and safety. The childminder has suitable knowledge of child

protection procedures but, overall, arrangements for safeguarding children are weak. This, along with ineffective monitoring, results in inconsistent practice that also impacts on children's learning and development.

Some parents have expressed satisfaction regarding the care provided through written compliments. The childminder liaises with parents as they arrive and collect their children. Written daily diaries and an 'all about me' document provide information about care needs. However, children's welfare is compromised because the childminder does not provide parents with information about her procedures in the event of them failing to collect a child, or if a child is lost from her care. Children who attend other early years settings do not benefit from continuity of care. This is because the childminder does not work in partnership with staff to share information about children's care, learning and development.

The childminder has demonstrated some ability to improve by taking steps to address the recommendations made at the last inspection. However, ongoing self-evaluation is ineffective and has too little impact on identifying or improving weak areas of practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- improve the organisation for storing records so that these are easily accessible to ensure the needs of all children are met (compulsory 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

<b>Unique reference number</b>	EY376196
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	917750
<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>	19
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/12/2008
<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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