

Inspection date	13/06/2013
Previous inspection date	21/07/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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 does not always maintain required adult to child ratios. This is a breach of a legal requirement that has an impact on children's safety and the quality of care and learning children receive.
- Organisation and planning is not effective in meeting children's individual needs and promoting their learning and development.
- Not enough is done to support children's communication and language development.
- Safety and supervision of children is inconsistent, which means that the childminder does not rigorously protect children's welfare at all times.
- Self-evaluation is weak and does not identify the significant weaknesses in the provision.

It has the following strengths

- The childminder maintains a daily diary for younger children, which the parents value as additional information and communication.
- The childminder takes children on a variety of outings for social and physical play opportunities.

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 conducted an unannounced inspection.
- The inspector observed children having lunch and in their play activities.
- The inspector had discussions with the childminder and a parent.
- The inspector scrutinised specific records and documentation.

Inspector
Julie Wright

Full Report

Information about the setting

The childminder registered in 1997. She lives with her partner and adult child in Bideford, Devon. The house is within walking distance of shops, schools and parks. Rooms on the ground floor are used for childminding, which includes a toilet. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder provides care for children in term time only. There are currently 10 children on roll, seven of whom are in the early years age range. The childminder attends local carer and toddler groups.

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 you care for a maximum of three young children, unless you are caring for sibling babies and can demonstrate that the individual needs of all children are being met

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

- review the planning and organisation of activities, to ensure that each child benefits from challenging and enjoyable experiences, in all areas of learning and development, with particular regard to promoting children's communication and language development
- reevaluate risk assessments and develop robust self-evaluation procedures, to improve and monitor safety, supervision and effectiveness of children's care and learning.

Inspection judgements

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

The childminder fails to promote children's learning and development adequately. Caring for too many children has a detrimental impact on the care and learning children receive. The childminder struggles to engage the high number of children of different ages and abilities. This leads to poor behaviour and a lack of engagement of children in activities.

The childminder suggests activities to children, such as doing jigsaws and playing sound lotto. Older children come to the table and show that they are keen to join in. They complete jigsaws and then listen to different sounds. Children mimic animal noises and match sounds to pictures, such as a telephone and skipping. While the older children are occupied, babies and young children wander around with little appropriate support and guidance. They try to take the counters from the game, disrupting the activity and those playing are quickly distracted and lose interest. This has an impact on children's developing concentration and sense of achievement. Children move around with confidence and are keen to explore. They have access to toys, although there is insufficient variety to keep them consistently occupied. Some positive interaction from the childminder is observed, such as discussions during the sound game and a toddler was encouraged to play with a shape sorter.

The childminder is aware of children's backgrounds and takes some steps to promote inclusion. For example, she seeks key words with pictures for children who learn English as an additional language. However, they are not in use frequently enough to effectively promote language development and communication. While some children speak confidently others are quiet and say very little and the childminder fails to respond appropriately to help those who are less confident. This affects children's development in communication and language.

It is clear that the childminder is aware of the next steps for children's individual learning and describes suitable activities she plans, such as painting and making fathers' day cards to promote their creativity. She describes what children gain from this activity, for instance, 'they learn the importance of family relationships, to recognise colours and to count'. However, the practice observed during the inspection does not reflect the childminder's understanding of how to promote children's learning and development.

The childminder regularly takes children on outings to explore the local environment and socialise. For example, she takes children to groups where they sing and dance. At a local toddler group, children play with age-appropriate toys and take part in creative activities.

The childminder demonstrates a positive commitment to working in partnership with parents. She records information about younger children in a diary shared between home and the setting. This includes details of their routines, activities and any incidents. The childminder writes examples of what children have enjoyed, such as 'the feel of the paint'. The childminder describes how she discusses children's progress with their parents and sends progress records home. The inspector was unable to see any evidence of assessment records described.

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

Children are not kept safe because the childminder fails to supervise children appropriately and implement suitable safety measures. For example, during the inspection, after lunch children went to play while the childminder cleared up. Although the childminder can hear the children, they are not in sight. Some children are boisterous and run around recklessly. They bumped into an unsecured fireguard that fell onto a younger child. The childminder explains that children would usually have been out in the morning, but due to the number of children present, they had stayed in. This shows that risk assessment does not rigorously assess potential safety hazards and the childminder does not always take appropriate action to minimise risks. It also shows that the childcare arrangements sometimes restrict children's play and learning opportunities.

Children are physically active and have opportunities to extend their physical play during planned outings. Suitable arrangements are in place to meet children's individual dietary requirements. The childminder provides meals and snacks, with an option for children to bring packed lunches. Babies are secure in their high chairs and older children sit at the table to eat together. The childminder promotes children's independence skills, for instance, she helps children to learn to use cutlery and feed themselves. Children learn appropriate hygiene routines as they wash or wipe their hands at suitable times.

The childminder describes suitable introductory arrangements that help children to settle in. She is aware of children's individual needs and personal circumstances, although cannot always give sufficient attention to each child. For instance, when babies need individual attention and an older child is crying. The childminder has a calm, quiet approach as she soothes children and talks about behaviour. However, she is not always proactive in avoiding situations. For example, in making sure that children have an interesting activity ready to occupy them when she needs to undertake other tasks. Therefore, children have periods that lack structure which result in disruption and lead to poor behaviour.

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

The inspection was brought forward following a concern about the numbers of children being cared for, particularly during school holidays. This inspection found that the childminder does not operate in school holidays. However, she was found to be caring for too many children and she was breaching ratio requirements as specified in the Statutory framework for the Early Years Foundation Stage. Discussions showed the childminder arranges to provide care for children when she does not have an available place. In March, the childminder asked Ofsted for permission to care for an additional child in the early years age range and completed a risk assessment relating to this. Ofsted agreed so as to provide continuity of care for siblings. However, since then the childminder has taken

on another child in the early years age range, who is not a sibling. On the day of the inspection, the childminder had offered care to an additional child, resulting in five children under the age of four years being present. This is a breach of the welfare requirements. Consequently, children's safety is compromised and their individual care, learning and development needs are not consistently met. The childminder fails to understand the seriousness of the breach of requirements and the impact on the children's well-being. This inspection also found that the requirements of the Childcare Register are not met because of the failure to use effective risk assessment and keep records for every child. These failings highlight a significant weakness in the childminder's ability to evaluate her practice and drive improvement.

The childminder implements suitable policies and procedures in respect of children's health. For example, with parents' consent she administers medication to children and maintains required records. Risk assessment is not used effectively to identify and minimise all potential risks to children's safety and supervision provided by the childminder is sometimes poor. Some safety measures are taken to keep children safe, for example, on outings. She says she fastens babies securely in the pushchair. Older children wear wrist straps and know to stay close together as a group. The childminder has suitable understanding and awareness of the Local Safeguarding Children Board procedures. She has relevant information and knows who to contact with any child protection concerns.

Since the last inspection, the childminder has responded to the recommendation about maintaining medication records. There is insufficient evidence available to assess completion of the second recommendation with regard to learning and development records. The childminder has attended a briefing session on the Early Years Foundation Stage framework. She has warm relationships with parents and they provide positive feedback. Parents comment on the useful information in the diaries. They say that children enjoy being with the childminder and that they are pleased with their children's progress.

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 a daily record is kept of the name, home address and date of birth of each child who is looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- review the risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of

the Childcare Register)

- ensure a daily record is kept of the name, home address and date of birth of each child who is looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).
- review the risk assessment of the premises and equipment and ensure that all necessary measures are taken to minimise any identified risks (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	104667
Local authority	Devon
Inspection number	920389
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	21/07/2011
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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