

Inspection date

27/06/2013

Previous inspection date

19/04/2010

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

- Self-evaluation and monitoring systems are weak and are ineffective in identifying key priorities for improvement. Too little improvement has been made since the last inspection and the childminder has failed to meet several of the actions set at her last Ofsted visit.
- The childminder has not met the safeguarding requirement which involves the procedures associated with the administration of medication and some children's medical needs. This is a breach of legal requirements and may compromise children's health and well-being.
- Children are only making satisfactory progress in their learning because the childminder does not provide a supportive enough range of activities or experiences to meet their individual needs or challenge them in their learning.
- The childminder has not established effective partnerships with parents and carers to ensure children's learning and care needs are fully met.

It has the following strengths

- Children attend community groups and participate in a range of experiences outside the setting, such as trips to the allotment that provide some value to their learning.
- The childminder knows the children well. This helps meet children's individual needs overall, so children feel settled in their play.

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 main play spaces including the dining room, playroom and outdoor areas.
- The inspector had discussions with the childminder, her assistant and the children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and policies.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder has been registered since 2007. She lives with her husband who is registered as her assistant and their school-age daughter in the Oakridge area of Basingstoke. The whole house is used for childminding and there is a secure garden for outdoor play. There is level access to the premises and toilet facilities are on the ground floor.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children in the early years age range on roll. The childminder is also registered to provide overnight care. The childminder can take and collect children from local schools. The family has pet rabbits.

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:-

- keep a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person
- protect the privacy of children by ensuring that all information relating to the child is handled in a way that ensures confidentiality, with specific regard to the entries made in the incident book and its current accessibility to parents and carers
- obtain written permission from parents to administer medication and keep a written record each time a medicine is administered.

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

- improve self-evaluation to promote monitoring and evaluation to strengthen the links between identified priorities and plans to secure improvements to the provision for children
- improve knowledge of the learning and development requirements in order to consider the individual needs, interests and stage of development of each child and use this information to identify their next steps and plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- obtain and share information regularly with parents and carers to allow an effective two-way flow of information that informs planning and supports effective teaching.

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

The childminder demonstrates a developing understanding of promoting children's learning. The educational programme offered generally covers the areas of learning over time and adequately links to children's needs. Children take part in a suitable balance of adult-led and child-initiated activities, some based upon their individual needs and interests. Suitable arrangements to identify children's starting points on entry are in place and parents contribute to these at settling-in visits. However, systems for observing and planning the children's next steps in their learning are still developing. Observations of children in their play detail what children take part in and what they enjoy rather than what they are learning. This means that information used to determine children's next steps does not always inform a challenging or personalised learning plan to help children

progress in the areas most needed or promote good levels of achievement.

Children are settled and have formed suitable relationships with the childminder and her assistant. They ask questions to suitably promote some aspects of learning and children are able to show their understanding of shape and number as they use the shape cutters in the play dough or count out how many plates they need at lunchtime. They have frequent opportunities to play outside and enjoy this time to use their imagination as they play in the wooden play castle or adapt it to become shopkeepers in a shop. Children are confident and happy to play with toys set out for them and seek help when they need it. Children are keen to try new experiences and the childminder introduces the children to a variety of planned activities that allow them to explore and develop their emerging skills. For example, children play together in the water play tray in the garden. They pour the water into containers from jugs and enjoy experimenting as items sink or float. This also supports their personal, emotional and social development as they make relationships and work cooperatively with each other.

The childminder mostly engages in children's play to help maintain their interest and supports their emerging language skills by talking to them and repeating what they say, adding new words where appropriate. As a result, children's speech and language is developing and their vocabulary is within the developmental milestones for their age. They have opportunities to share books with each other along with a regular story time and the childminder promotes skills, such as dressing and undressing which supports their school readiness. However, the childminder has yet to use information gained from children's observations, to effectively plan suitable challenges for individual children. As a result, activities set out are more general, often not challenging children to become fully engaged and interested, in order to meet their developmental needs.

Partnership with parents is satisfactory. The childminder engages warmly with parents and keep them informed of their children's daily routine and their activities, through daily chats. Key aspects of the day are pinned up on the noticeboard and a range of written information is on display or shared in daily diaries for parents to view. Parents report they are happy with the care provided for their children and describe the childminder and her assistant as warm, friendly and approachable. However, information sharing is primarily focused on care practices and general activities in the day and not consistently linked to children's learning. As a result, parents have fewer opportunities to become actively involved in their children's learning or support it further at home.

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

Children appear happy and settled within the childminder's home and approach her or her assistant readily when they need help or reassurance. Resources in general are stored appropriately and presented at children's height which means that children can make some independent choices in their play. They access a suitable range of toys and resources which, overall, are developmentally appropriate and enjoyed by the children. Play experiences include a mixture of outdoor play and outings and children enjoy

attending play sessions at the local community centres or indoor play areas. The childminder makes suitable use of outdoor learning opportunities as she takes children to her allotment or on trips to the zoo or local farm parks in the area.

Children are provided with a range of meals and snacks, some of which supports children to learn about how to following a healthy diet. Parents are informed about the food their children eat each day and the menus are displayed on the noticeboard. The children learn about where food comes from as they help the childminder to grow fruit and vegetables at the nearby allotment. Children are offered food and drinks that take account of their individual dietary needs. Hygiene procedures sufficiently promote children's health and areas of the environment are clean and well maintained. Both the childminder and her assistant have current first aid certificates and are able to administer emergency care if required.

Children develop a suitable understanding of personal safety. All children understand that they need to protect themselves when playing in the sunshine, by wearing sun hats or putting on sunscreen. The childminder encourages children to take safe risks as they climb in the garden or walk along the balancing beams at the local park. Children practise the evacuation procedures regularly and follow safety rules within the home which helps them learn about risks and how to keep themselves and others safe. For example, younger children are learning to sit sensibly on chairs during activities at the table to promote their safety which is re-enforced by the gentle, but firm reminders from the childminder. Children's behaviour is suitably managed and children are learning to be tolerant of each other. Younger children are helped to understand that they must share toys and any challenging behaviour is dealt with in a suitable way by the childminder or her assistant as they distract young children to play with other toys. This prepares them adequately for the next stage in their learning, such as moving on to nurseries or schools.

Children's well-being in the setting is not suitably supported if they require medication while in the care of the childminder. There are ineffective procedures in place for the administration of medications and for the ongoing support of the medical needs of children in the setting. The childminder has failed to obtain prior written permission to administer prescription medication including instructions on how much to give and what to do. In addition, she does not keep an accurate record of what medication she has given, when and by whom this has been administered or the dosage given. These are breaches of legal requirements and place children at risk.

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

The inspection was brought forward as a result of a previous investigation undertaken by Ofsted. At the time of that visit, actions were set for a number of breaches of legal requirements including behaviour management, inclusion, supervision of children and information sharing with professionals. The childminder notified Ofsted that she had taken appropriate steps to address the actions set. These were monitored at this inspection.

Some improvements have been made since the last Ofsted visit, but key practice issues remain. The childminder was found to still be in breach of two legal requirements. This includes failing to maintain an accurate daily record of children's attendance and failing to keep the record of incidents involving children confidential. These have a negative impact on children's welfare and safety. As a result Ofsted have issued the childminder with a welfare requirements notice in order to secure the necessary improvements. In addition the requirements of the Childcare Register are also not met.

The childminder has a suitable understanding of her responsibilities regarding child protection. She has the relevant information on local safeguarding procedures and sufficient knowledge that enables her to recognise and respond to child protection concerns appropriately. As a result of a previous action set, the childminder now shares the written policies and procedures with parents to ensure they are fully aware of her safeguarding responsibilities. The childminder has a sound understanding of safety and the childminder and her assistant carry out a series of daily checks in order to identify any risks and reduce any hazards to children. The childminder's assistant transports children in his vehicle and he has appropriate permissions and insurance in place.

Systems to promote the ongoing quality of the provision are developing but are still not effective. The childminder's self-evaluation has led to some of the changes that have been made. These include improvements to the outdoor play provision, re-organising the inside play spaces and making information, such as the safeguarding procedure, available to parents. However, while the action taken has been appropriate in these areas, the information that identified the need for the improvement stems from external sources, such as previous inspections or visits from Ofsted, rather than the childminder's own self-assessment and identified priorities. As a result, procedures to monitor and evaluate the provision are currently not embedded or effective in identifying areas for further continuous improvement. This means that the childminder continues to be in breach of some requirements that have a significant impact on the care, learning and development of children, as she does not have the necessary underpinning knowledge of the current legal framework.

Relationships with other providers delivering the Early Years Foundation Stage are developing. The childminder demonstrates an adequate understanding of working with other settings and she has implemented a range of information sharing methods to promote consistency in care and learning. These procedures are adequate in promoting information sharing between provisions, although less effectively used by the childminder in her setting. On occasions, the childminder or her assistant attend school functions or information briefings to ensure that older children have an adult present if their parent is unable to attend. This helps to supports children's self-esteem and sense of belonging.

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 records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a daily record of the names of the children looked after on the premises and their hours of attendance. (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	EY359775
Local authority	Hampshire
Inspection number	921967
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	19/04/2010
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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