

Inspection date

Previous inspection date

09/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 demonstrates a poor understanding of the safeguarding and welfare requirements and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Consequently, she is not meeting several legal requirements.
- Children's progress is limited as the childminder does not monitor their learning effectively by identifying their starting points or planning for children's individual next steps in learning.
- Self-evaluation systems are weak and are ineffective in identifying key priorities for improvement.

It has the following strengths

- The childminder is warm and caring, which enables children to feel settled and emotionally secure.
- The childminder offers a suitable play environment for children, which enables them to make independent choices.

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 garden, sitting room and playroom and observed the premises used for childcare.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of paperwork available.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three school aged children in Redhouse, Swindon, Wiltshire. Her husband is also a registered childminder and they work together. Their home is situated close to shops, toddler groups, a park, library and other amenities. The childminder can take children to and from local schools and pre-schools. Minded children may use the whole house but remain mostly on the ground and first floors of the three storey house. A fully enclosed back garden is available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder and her co-childminder currently care for six children on a part time basis.

What the setting needs to do to improve further

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

- ensure that the premises are fit for purpose and identify aspects of the environment that need to be checked on a regular basis and how the risk will be removed or minimised
- 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
- improve knowledge of the learning and development requirements in order to observe children's learning and assess their progress across the seven areas in relation to their age and stage of development and use this information to plan the next steps for each child's development and to review children's progress between the ages of two and three years
- improve knowledge of the learning and development requirements to ensure that each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity, particularly the programme for communication and language, physical, and personal, social and emotional development
- foster a culture of continuous improvement by using self-evaluation to inform the setting's priorities and to set challenging targets for improvement

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

- improve the two-way flow of information with parents by ensuring that records about children are suitable and help meet the needs of the children.

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

The childminder has a poor understanding of how to support children's learning and development. She does not currently have the knowledge, understanding or skills to ensure that all areas of learning are delivered securely. In addition, the childminder has no knowledge of the reformed changes to the Statutory Framework. This, as a result means children's progress is not fully encouraged by the childminder.

The childminder lacks an understanding of how to observe and assess children's progress. Although she has pictures of the children involved in activities, she has an insufficient

grasp of how each child is progressing in their learning. The childminder is unable to discuss the learning children are gaining and she has a limited awareness of how to enhance children's learning and future achievements. This has a negative impact on the children's overall developmental progress and hampers their acquiring skills and dispositions to be ready for their next stage in learning.

Children have opportunities to access a small variety of activities within the childminder's home, such as books, programmable toys, construction and creative activities. However, her very limited understanding of children's progress means she does not offer suitable learning experiences. For example, when communicating to the children the childminder fails to support the children's attention, understanding and speaking skills as she does not model or encourage new language.

Children enjoy playing outside in the childminder's garden and have a range of activities to entertain them. This includes a paddling pool, sand pit, tents and tunnels. The childminder remains with the children outside and talks to them about the tools they are using. However, she does not make effective use of supporting the children's mathematical awareness as she fails to talk about the patterns, shapes and colours that the children are creating. This impacts significantly on how well children progress.

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

The childminder works sufficiently with her co-childminder and together they ensure that children are generally within sight and hearing at all times. However, children's safety cannot be assured as they have unsupervised access to the kitchen and stairs. As a result, there is a potential for children to have accidents or sustain injuries, meaning that children's health, wellbeing and safety are compromised whilst in the childminder's care.

Children demonstrate that they are settled and happy within the childminder's care, for example, the younger children frequently go to her for cuddles. This shows that they feel secure and that she has established appropriate trusting relationships. The childminder has a suitable settling in system in place. This enables her to get to know the children and families adequately prior to a minding agreement.

The children have access to a play room on the second floor of the childminder home. This has areas where children can relax and sleep comfortably. There are adequate toys and play materials available. These are in low storage boxes, which enables the children easy independent choices. Children are well behaved and play well together, benefiting from the suitable praise from the childminder.

The childminder provides a suitable balance of snacks, meals and drinks. Parents are given the option to provide children meals and these are stored appropriately to maintain children's health. She maintains good hygiene procedures and this minimises the risk of infection to children. Children are encouraged to keep healthy and active through the use of play activities in the garden, regular walks to school and while visiting to the local play

parks.

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

This inspection was brought forward as a result of a concern received by Ofsted regarding supervision and children's safety at the premises. During the inspection it was found that there are inadequate procedures to maintain children's safety and a failure to meet all requirements of the Statutory Framework. For example, the childminder does not record children's daily attendance accurately. In addition, in response to a recent concern, the childminder planned to fit a stair gate to the kitchen. However at the time of inspection this was not in place, which means that children continue to have unsupervised access to the kitchen. This demonstrates that the childminders methods for assessing risk are not robust. It compromises children's welfare and has a negative impact on their overall safety. The childminder has a safeguarding children's policy in place and has a suitable understanding of safeguarding issues. She has sufficient understanding of the procedures to follow in the event of any concerns arising about children's welfare, which promotes their safety well in this aspect. The childminder has a current first aid certificate and has a first aid box with appropriate contents. This enables her to act in the interest of the children in the event of an accident. Documentation such as accident and incident forms are in place and used appropriately. The childminder and her co-childminder maintain the required ratio's of adults to children at all times.

The childminder has inadequate methods in place for observing how children are developing. This is due to her insufficient understanding of the current Early Years Foundation Stage requirements. As a result, children's learning and development is limited as the childminder fails to offer activities and play experiences, which fully meet the educational programmes. Furthermore, the childminder has poor knowledge of the required progress check on children aged two to three years. Despite caring for children in this age range, she has no systems in place to enable her to reflect on their progress in line with expected levels of development. Self-evaluation is inadequate. The childminder fails to identify the weaknesses of her practice and therefore, does not target improvements to support children's outcomes.

The childminder has a basic partnership with other early year's settings that the children attend. She exchanges information with them and acts as a go between for the staff and parent. The childminder has built some adequate relationships with parents. She uses a software programme to share records, consents and photographs of their children. However, some entries within the daily diary are negative and fail to promote partnership working and support for children's ongoing development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

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

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- keep daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- keep 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	EY446784
Local authority	Swindon
Inspection number	926605
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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