

<b>Inspection date</b>	03/09/2013
Previous inspection date	10/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
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### **The quality and standards of the early years provision**

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

- The childminder does not effectively organise her setting. As a result, some of the required documentation is not available, this includes, clear written permission to take children on outings and an up-to-date record of children's attendance. This does not effectively safeguard children.
- The childminder does not carry out regular self-evaluation or reflective practice. This makes it difficult to establish how changes are, or will be, continually made to improve the provision further for children.
- The childminder does not effectively and consistently use her observations and assessment of children's learning to ensure that planning is matched to children's individual next steps in learning. This does not support children in making good progress towards the early learning goals.

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

- The childminder demonstrates through discussion a warm, caring and positive attitude towards the children she cares for.
- The childminder has a suitable knowledge of safeguarding procedures, which helps to protect children from possible abuse and neglect.

## 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 had a tour of the premises.
- The inspector looked at examples of previous children's learning journals, a selection of policies and children's records.
- The inspector spoke with the childminder during the inspection.

## Inspector

Julie Morrison

## Full Report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 16 and 11 in Peterlee, County Durham. The whole of the ground floor and the first floor bathroom are used for childminding. There is a rear garden for outdoor play. The family has a pet bird.

The childminder attends a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, one of whom is in the early years age group and attends for a variety of sessions, and five are school-age children who attend before and after school. There were no children present at the time of the inspection. The childminder operates all year round from 6.30am to 7.30pm, Monday to Friday, except bank holidays and family holidays.

### 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 a daily record of children's hours of attendance is kept and maintained accurately

foster a culture of continuous improvement, for example, by implementing rigorous and effective systems to monitor and evaluate practice, which includes feedback from parents and children, and use this to inform priorities and set challenging targets for improvement.

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

- obtain written parental permission for children to take part in outings
- improve the use of observations of children's learning by using the information gathered to accurately identify the next steps in each child's development and use this information to ensure that future planning is precisely matched to children's individual needs so that they make good progress.

## Inspection judgements

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

The childminder describes how she provides a range of activities for children both inside and outside of her home, which cover all areas of learning. However, activities for children are generally based around weekly routines, for example, going to toddler groups and to the shops. These activities provide some learning opportunities for children, such as socialising with their peers and discussions about foods. However, the childminder does not plan activities in accordance with children's individual next steps in learning or that provide sufficient challenging opportunities for them so that they gain all of the skills and attitudes to prepare them for their next stage in learning.

The childminder explains that she meets with parents at the start to obtain information about children's likes and interests from home. This helps the childminder to get to know the children and gain some understanding of their starting points in learning. The childminder describes how she carries out observations of children's learning and records these in individual learning journals for the children. She explains that her learning journals are shared with parents on a regular basis to keep parents informed about their child's progress. However, as a result, the learning journals were not available to view at the time of the inspection. The childminder has a suitable understanding of the requirement to carry out a progress check for children aged two years, when applicable.

The childminder describes how she promotes children's language as she talks to them all of the time. She explains that she encourages young children to repeat words after her and that they regularly sing songs and favourite nursery rhymes. She describes how she encourages children to look for 'blue cars' on outings or to count how many birds they see on walks. This helps to introduce early counting skills to children. Children have regular opportunities to develop their physical skills. The childminder explains that they go for regular walks to the park where they can climb and run around. They also attend regular toddler groups and soft play areas; this further promotes their physical skills and provides opportunities for them to develop relationships with other children.

Children are beginning to learn about the world around them through accessing an adequate range of resources at the childminder's home, for example, as they play with dolls from around the world. The childminder explains how they look for mini beasts in the garden and search for acorns on walks. This further supports their understanding of the world around them. The childminder describes a suitable range of activities to promote children's creativity, such as making cards and painting pictures. However, as the childminder does not tailor these experiences to individual children's specific learning needs, they do not make sufficient progress given their starting points.

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

Children's well-being is compromised by weaknesses in the childminder's documentation. This includes a lack of clear written consent for children to take part in outings. This does

not effectively safeguard children. The childminder explains however, that she does inform parents where she is taking the children and she does understand the importance of ensuring that outings are appropriate for the children. The childminder describes a suitable range of activities to help children to learn about keeping safe. For example, children practise road safety and fire drills regularly. They also take part in visits to meet the local police and learn about those who help us.

Children are helped to settle as the childminder provides a welcoming and friendly environment. She gathers information from parents at the start, such as children's individual routines and invites children for settling in visits. This helps the childminder to get to know the children and support them in feeling safe and secure in her home. This supports children to make a smooth transition from their home to her care. The childminder describes how children attend a range of groups within the community. This provides regular opportunities for children to develop their confidence and build relationships with their peers. In addition, they accompany older children to school each day with the childminder. This helps to familiarise children with other settings in preparation for their later move to nursery or school.

Children have sufficient space to play in the childminder home. The childminder has a suitable range of age-appropriate resources which are stored in low-level boxes. This allows children to make independent choices about their play. The childminder has a suitable understanding of how to effectively manage children's behaviour. She explains that she talks to children about appropriate behaviour and provides them with lots of praise and encouragement. This helps to promote children's self-esteem. The childminder understands the importance of acting as a positive role model to children to help children to learn right from wrong.

The childminder describes appropriate procedures to support children's good health. For example, she provides children with healthy meals and fresh fruit for snacks. She explains that children have regular opportunities for fresh air and exercise. This includes going for local walks and visiting the park. The childminder explains that appropriate daily routines are in place to further support children's good health, including regular hand washing before meals and after using the bathroom.

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

The childminder does not effectively organise her setting and, as a result, not all documentation is available for inspection. This includes the childminder's record of children's attendance. This is also a breach of the legal requirements of the Childcare Register. In addition, although the childminder informs parents that she takes children on outings, she has not obtained clear written parental permission to take children on outings. This does not meet the safeguarding and welfare requirements of the Early Years Foundation Stage.

The childminder does not effectively monitor and review her practice or have procedures in place to involve parents in evaluating her practice. As a result, strengths and

weaknesses have not been identified. This issue was also raised at the previous inspection. This does not demonstrate a sufficient drive for improvement which will raise children's achievement over time. The childminder has, however, made some progress in addressing the other action which was raised in relation to working in partnership with parents. The childminder explains that she now sends home children's learning journals for parents to view and contribute to. This helps to involve parents in their child's ongoing learning. The childminder does not care for any children who attend another setting. However, she has a clear understanding of the importance of sharing information with other providers to promote continuity of care and learning for children if required.

The childminder has an insufficient understanding of the learning and development requirements of the Early Years Foundation Stage. Although all areas of learning are adequately covered, the childminder does not effectively plan her activities to ensure that these are specifically matched to children's individual needs. As a result, children are not helped to make good progress in their learning and development. The childminder has suitable procedures in place to ensure that parents are kept up-to-date about the service she provides. For example, she displays important information, such as her certificate of registration and her insurance details. She also meets with parents at the start to share her policies and discuss how she works.

### 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 that a daily record of the names of the children looked after on the premises and their hours of attendance is in place (compulsory part of the Childcare Register)
- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance is in place (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

<b>Unique reference number</b>	EY267910
<b>Local authority</b>	Durham
<b>Inspection number</b>	930447
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	3
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/12/2012
<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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