

Inspection date

12/09/2013

Previous inspection date

25/10/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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 lacks awareness of the learning and development requirements. She fails to provide suitable play opportunities to support children to make progress in their learning and development.
- The childminder lacks knowledge of safeguarding children. She does not ensure and follow through processes in relation to checking the suitability of adults living on the premises. In addition she does not notify Ofsted of significant events that may affect her suitability to work with children.
- The childminder lacks understanding of the welfare requirements. She does not keep required records for all children being cared for, check sleeping children frequently or obtain written parental consent for children to take part in outings.
- The childminder does not share sufficient information about her policies and children's learning and development and progress with parents. Therefore, they are not informed of her procedures, about how their child is progressing or fully involved in their child's learning.
- The childminder does not always help children to learn about their own safety.
- The childminder fails to identify weakness in her provision, therefore she lacks the capacity to make ongoing improvements.

It has the following strengths

- Children are happy and settled and enjoy playing games with the childminder.

- The childminder helps children to overcome their fears by providing gentle reassurance through sharing books together.

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 all areas by the childminder and children.
- The inspector sampled a range of documents, including the children's records, dairies, accident records, safeguarding policy and attendance records.
- The inspector had discussions with the childminder.

Inspector

Sara Frost

Full Report

Information about the setting

The childminder registered 1988. She lives with her partner, adult son and adult grandson in a three-bedroom terraced house in a residential area close to the centre of Plymouth. There is an open garden at the front of the house and an enclosed rear garden. Childminding takes place on the ground floor of the home with access to bathroom facilities upstairs and the childminder's bedroom for sleeping purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding three children in the early years age range. She also offers care to children between five and 11 years.

What the setting needs to do to improve further

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

- improve knowledge of the learning and development requirements in order to implement systems to observe, assess and effectively plan for children to make progress in their learning and development
- ensure sleeping children are checked frequently
- share information with parents about their children's progress and engage them in guiding and supporting their children's learning at home
- provide parents with correct details about policies and procedures implemented, including safeguarding procedures
- supply the correct information to Ofsted so they are able to carry out suitability checks of all adults in the household
- keep a record of each child's full name, date of birth, name and address of every parent and/ or carer
- develop effective systems of self-evaluation to identify areas of weakness and bring about continuous improvement
- obtain written parental permission for children to take part in outings

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

- increase opportunities for children to learn about how to keep themselves safe by, for example, practising fire evacuation drills and learning about how to eat safely.

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

The childminder has a limited understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder has undertaken some observations on the children although these are limited and happen very infrequently. As a result the childminder is unable to build upon children's progress or help children to move onto the next steps of their learning. This is because she does not plan a wide range of interesting activities that are based on

children's interests or stage of development. The childminder shows she has some understanding of her responsibility to complete the progress check for children aged between two and three years.

At times, the childminder suggests activities the children might like to play with and occasionally children instigate their own ideas of play. For example, they play with the farm and zoo animals. Children engage with the childminder, naming and talking about the animals they find. Children role play with dolls taking care of them and seek out 'their dummy' as they sit together to watch the television. Children enjoy books and the childminder sits with the children as they share stories together. The childminder takes some opportunities to encourage children to develop their speech as she repeats words clearly back to them as they chat. The childminder does not consistently help children to learn about number. When talking about a book about a spider, the childminder states the 'spider has eight legs'. However, she does not encourage the children to count the 'legs on the spider' to help them develop mathematical awareness. However, it is evident that children clearly enjoy watching their favourite children's programme on the television and are less keen to explore toys and activities. This does not help children develop a positive attitude towards their learning or gain the skills they need for school.

Children regularly play in the childminder's garden and have recently benefitted from the new play house. Children enjoy bouncing on the small trampoline and playing ball. However, the childminder does not plan any activities to engage the children and they soon lose interest and want to go back indoors to watch the television. The childminder has a range of toys and equipment available, many of which are accessible to children. This enables them to make their own choices as they play. The childminder takes children to activities in the local area, to encourage children to mix with others and to provide opportunities to develop their physical skills. Although the childminder shares information with the parents on a daily basis they receive very limited information with regards to their children's progress and next steps to enable them to support their children's learning at home. This limits continuity for children's learning between home and the setting.

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

The childminder is in breach of several safeguarding and welfare requirements. These have a negative impact on children's well-being and mean their safety cannot be assured. Nonetheless, children are happy and settled with the childminder. The childminder has built up a lovely rapport with the children and they giggle and laugh with her, demonstrating how relaxed they feel in her care. She uses stories to help children overcome their fears through gentle talking and showing, for instance, how the spider in the book, is not real, and has a 'soft and furry body and legs'. This gradually encourages children to conquer their fears and touch for themselves. This helps promote children's confidence.

The childminder encourages children to understand about behavioural expectations. For example, they learn not to throw toys or cushions in the lounge. However, the childminder is not consistent in her approach and the children are not fully clear of the boundaries

they are expected to follow. For example, children are allowed to wander around the childminder's home eating their snack. This does not fully promote children's safety. Children settle quickly for their morning sleep, demonstrating they feel comfortable in the childminder's care and know their familiar routines. However, their safety is compromised as the childminder does not regularly check on sleeping children. In addition, not all children have the opportunity to practise the emergency evacuation procedure. As a result children are not familiar with processes to follow to keep themselves safe in emergency situations.

The childminder demonstrates some awareness of the children's personal needs and routines as she gathers information from parents about some of the children in her care. However this information is not fully in place, for example, the childminder does not have written permission from all parents for children to take part on outings. This is a breach of a legal requirement.

The childminder is encouraging children's understanding of self care and helping them to learn how to keep themselves healthy. For example, she reminds children of the importance of washing their hands before eating their meals and after toileting.

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

The childminder is not meeting the safeguarding and welfare, and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder is unable to produce evidence to show suitable checks have been undertaken for all adults living at her premises. In addition she has failed to inform Ofsted of a recent significant event which may affect her suitability. It is a requirement to do so. On this occasion, Ofsted may take further action. In addition, the requirements of the Childcare Register are not fully met.

The childminder has some policies which she states she shares with parents. However, these are not a true reflection of what happens in her practice. For example the childminder's safeguarding policy refers to keeping records of persons entering her home in a visitor's book. The childminder acknowledges she has no system in place that records any visitors to her home.

The childminder does not observe children to gain an awareness of where they are in their learning and recognises she is not confident in how to use assessments to help plan the next steps for children. As a result the childminder does not plan activities or provide experiences which will promote children's progress effectively.

Since her last inspection the childminder has updated her safeguarding knowledge by accessing further training. She demonstrates a satisfactory understanding of indicators which may give her cause for concern about a child. She shows an awareness of procedures and actions to take should she have a concern about a child in her care.

The childminder's documentation with regards to the children she cares for is not fully in place. For example the childminder has no required personal details on one child she cares for. This is a breach of a legal requirement and puts children at risk in the event of an emergency.

The childminder uses some information she gathers from parents to meet children's individual care needs. She shares information with parents when children are collected to ensure parents are aware of the activities their child has taken part in and any personal care needs. The childminder has begun to develop links with some other early years settings children attend but not all. As a result she is beginning to share some relevant information and help provide consistency in some of the children's care and development.

The childminder recognises she needs to increase her knowledge of the learning and development requirements. The recommendation raised at the childminder's previous inspection to identify and develop areas to improve the quality of the provision has yet to be addressed. Self-evaluation is still weak and shows the childminder has a limited capacity to make ongoing improvements for the benefit for all children.

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 a record of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- inform Ofsted of any significant event which is likely to affect their suitability or any person caring for children on the premises, such as any offences or orders that may disqualify them (compulsory part of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Criminal Records Bureau check has been obtained through Ofsted in respect of that person (compulsory part of the Childcare Register)
- keep a record of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- inform Ofsted of any significant event which is likely to affect their suitability or any person caring for children on the premises, such as any offences or orders that may

disqualify them (voluntary part of the Childcare Register)

- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Criminal Records Bureau check has been obtained through Ofsted in respect of that person (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	117339
Local authority	Plymouth
Inspection number	933499
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	25/10/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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