

## Inspection date

Previous inspection date

02/10/2013

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 does not observe or assess children's progress across the areas of learning. Therefore, she does not identify the next steps in their learning to plan a broad range of activities that are accurately matched to children's learning needs.
- Systems for identifying children's starting points and, subsequently, tracking their learning and development are not sufficiently developed. Purposeful activities are not planned to cover all areas of learning so children are not engaged or challenged in active play and do not make sufficient progress.
- The sharing of information about children's progress with parents and other providers is not well-embedded. This does not support continuity of learning for children.
- The childminder does not maintain the required documentation with regard to a daily record of the names of children being cared for and their hours of attendance.
- The childminder does not have available for inspection by parents or inspectors, a relevant first aid certificate and a certificate of insurance.
- Hygiene practices are poor and do not support children's well-being.
- System for self-evaluation have not been implemented to identify current strengths and weaknesses to benefit children and to identify required improvements.

### It has the following strengths

- A suitable variety of resources enable children to engage in some free 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 looked at some policies.
- The inspector spoke with the childminder during the inspection.
- The inspector carried out observations of the children playing.
- The inspector viewed the areas used by the children, including the garden.

## Inspector

Jane O'Callaghan

## **Full Report**

### **Information about the setting**

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her au pair and child aged six years old in the area of Oakwood on the outskirts of Leeds. The whole of the ground floor, bedroom on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 11 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates from 7.30am until 6pm, Monday to Friday all year round, except for bank holidays and family holidays.

### **What the setting needs to do to improve further**

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

- observe children to identify their starting points, interests and learning styles. Shape purposeful learning experiences for each child to cover all seven areas of learning, ensuring children are engaged and challenged in active play
- use observations of children's learning to assess their progress across the seven areas of learning in relation to their age and stage of development and use this information to plan the next steps for each child
- work in partnership with parents to promote the learning and development of their children by encouraging them to share information about their children's starting points and current learning and how they can enhance children's development at home
- promote the good health of children by improving procedures to protect them from cross-infection, for example, by washing children's hands before meals and snacks, providing clean utensils and ensuring children have their own bedding
- ensure that all required documentation is accessible for inspection both by inspectors and parents, such as a first aid and insurance certificate
- implement a daily record of the names of the children looked after on the premises together with their hours of attendance.

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

- implement a robust self-evaluation process to drive improvement in all areas of the setting, and put in place strategies to overcome weaknesses that have been highlighted as a result of this process.

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

The childminder has a very limited knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and this results in children making inadequate progress in their learning and development. This means that children are not being effectively helped to gain the necessary skills in readiness for school when the time comes. The childminder does not carry out observations to monitor and track children's progress and does not identify their

next steps in learning. This means that the childminder misses many opportunities to extend children's learning and also to challenge them in their play.

The childminder has formed positive relationships with parents and verbally discusses the children's experiences and their care routines with them on a daily basis. However, the lack of effective observation and assessment means that parents are not fully informed about their children's achievements and progress. The childminder also does not promote the learning and development of their children by encouraging them to share information about their children's starting points and how they learn at home.

Children can choose from a suitable selection of toys and resources at their level. They are keen to play with a large abacus and the childminder sits with them and helps them guide the beads along the wires, explaining that the colour is red. This helps develop very young children's understanding of hand and eye coordination and recognition of colour. Young children sit with the childminder as they reach for the different cloth toys and feel the texture. As children press the cloth toys they all make different sounds and the childminder tells them 'it's scrunchy'. Children can develop their technology skills as they play with the red bus and press the buttons and watch the lights flash.

The childminder has some knowledge of the progress check at age two; she has talked to parents and shared information verbally with other settings that the children attend. This helps to share some information about children who are at this age.

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

The childminder ensures that children receive suitable nutritional meals and snacks throughout the day, for example, cereal, fruit, sandwiches and a cooked main meal in the evenings. Children are given drinks of water during the day. The childminder takes into account children's daily routines and children sleep in a travel cot or on large cushions. However, children's health and hygiene is compromised as they share bedding, spoons are reused after falling on the floor and their hands are not washed prior to meal and snack times.

The childminder has adequate procedures in place to ensure children learn how to stay safe. For example she practises fire drills with the children and has safety gates in place to prevent them falling down the stairs. The childminder ensures that younger children when in the feeding chairs are appropriately fastened in with the straps. The childminder explained that she also uses restraints in pushchairs and talks to all children about road safety when going out on walks.

There is a behaviour policy and procedure in place and the childminder encourages the very young children to be polite and say 'thank you', when being given snacks and drink. Children have appropriate relationships with the childminder, for example, as they settle when comforted by her. Parents are asked to complete settling-in visits for children and this is flexible according to the children's and parent's needs. The childminder gathers information about children's daily routines and their likes and dislikes regarding food. Children have occasional opportunities to play outside in the well-resourced garden and go

out regularly to children's play groups and local parks. For example, they climb up the slide, play on the see-saw and join in group activities at the children's centre. This helps to promote some aspects of a healthy lifestyle for children and develop their social skills.

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

The childminder demonstrates very little understanding of her overall responsibility to deliver the learning and development requirements of the Early Years Foundation Stage. Furthermore, there are several breaches of the safeguarding and welfare requirements as well as a breach of a requirement on both parts of the Childcare Register. The childminder does not currently complete effective monitoring of children's progress and the educational programmes she provides, to ensure children have enough challenge and to reflect their individual needs and abilities. The childminder does not provide interesting activities, to encourage children's motivation to learn. As a result, children make inadequate progress in the childminder's care.

The childminder has a suitable understanding of safeguarding; she has attended training and has a policy which she implements. She knows the procedure to follow should she have concerns about a child in her care. The childminder is in the process of employing an assistant and has completed all the required documentation including a Disclosure and Barring Service form. She also has an au pair who lives with her and is in the process of completing the relevant documentation and is aware of not leaving children unsupervised with people who have not had the relevant suitability checks completed. The childminder has risk assessments in place for all areas of the home and she reviews these regularly. She has the required policies and procedures in place. However, she does not have a first aid certificate and insurance certificate to show parents or accessible for inspection. This does not help ensure others of children's safety.

The childminder keeps records of any accidents that occur and the administration of medication and keeps parents informed. However, some required documentation is not in place. For example, the childminder does not keep a record of the names of the children being cared for on the premises or their hours of attendance. This is a breach of requirements.

There is currently no process in place to evaluate the service which the childminder provides to children and parents. Therefore, there are no identified strengths or weaknesses in order to drive improvement and develop the service for children. There are some links with the local schools and children's centre, and relationships with parents are established to support some continuity for 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:**

- implement 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)
- implement 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

<b>Unique reference number</b>	EY448345
<b>Local authority</b>	Leeds
<b>Inspection number</b>	937857
<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>	5
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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