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| Inspection date | 02/05/2013 |
| Previous inspection date | 04/02/2010 |

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| 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 knowledge of the Early Foundation Stage and there are a significant number of breaches of the learning and development, and safeguarding and welfare requirements.
- The childminder does not have an understanding of her roles and responsibilities in safeguarding children.
- The childminder does not understand the importance of working in partnership with parents and other professionals to ensure effective sharing of information, which supports continuity of children's care routines.
- The childminder does not demonstrate that she has the appropriate skills and knowledge and a clear understanding of the roles and responsibilities in caring for children.
- The childminder does not have an understanding of how to effectively support children's learning and development through observation, assessment and planning for children's next steps.

It has the following strengths

- Children are able to access the childminder's garden daily to promote their well-being and enjoy the fresh air.

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 tried to hold discussions with the childminder and the children.
- The inspector looked at a sample of policies and child record forms.
- The inspector had a look around the premises.
- The inspector gathered sufficient evidence to make the required judgement, despite the childminder not allowing the inspection to be completed or feedback given.

Inspector

Sue Mann

Full Report

Information about the setting

The childminder registered in 1985, and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult son in a house in Norwich, Norfolk. The whole of the ground floor and the upstairs bathroom are used for childminding. There is a fully enclosed garden.

The childminder collects children from the local schools and pre-schools. There are currently 11 children on roll, three of whom are in the early years age range and attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm on Tuesday and Thursday.

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;

gain a secure understanding of safeguarding procedures to ensure that children are protected

promote the good health of children attending by having a procedure which is discussed with parents for responding to children when they are ill this includes pre-existing illness or injuries

demonstrate how children are kept safe this particularly refers to taking children on outings.

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

- gain a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage to ensure that children's well-being is supported effectively
- develop partnerships with parents to enhance the exchange of information to support continuity of care routines and to enhance children learning and development between settings
- improve partnership working with schools and other setting children attend to ensure that children benefit from continuity of care routines and get the help and support they need
- consider the individual needs, interest and stages of development of each child in your care and use this information to plan a challenging and enjoyable experience for each child in all areas of learning
- make use of ongoing observation and assessment of each child's progress against all seven areas of learning; taking in to account their starting points, age and stage of development and use this information to identify the next steps in their learning.

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

- devise and implement a thorough self-evaluation process, which includes the views of parents and children, to identify strengths and areas for development.

Inspection judgements

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

The childminder does not demonstrate a suitable understanding of how to support children's learning and development. She does not carry out regular observations of the children playing, which means that she is unable to assess and plan for children's next steps in their learning. The childminder does not record children's learning and development prior to them starting with her, which means that she does not have clear starting points for children. Therefore, she is unable to show the progress children have made in relation to their starting points. She does not understand her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage and therefore is in breach of these legal requirements.

The childminder explains that she ensures children have daily access to fresh air through playing in her garden and the local park. However, resources in the childminders garden do not support the needs of the range of ages and capabilities of the children she cares for. For example, there are no resources to meet the physical needs of the children she cares for after school, such as bat and ball games. The childminder does not demonstrate that she has an awareness of how to talk appropriately to children. For example, she suggests to children that the inspector will not be mean to them if they do not talk to her, because she will be mean to the childminder instead. Furthermore, she talks about being scared to watch some televisions programmes and asks the children why they are not scared. This shows the childminder's lack of appropriate skills, knowledge and her understanding of her roles and responsibilities.

The childminder is unable to demonstrate how she supports children with special educational needs and/or disabilities, or those who learn English as an additional language as she has not made any links with external professionals. She shows a lack of understanding of the importance of information sharing between settings and does not have any permission in place to support the sharing of information to promote continuity of children's care routines.

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

The childminder shows a lack of awareness of the necessary paperwork to support new children to settle in. She does not use observations to assess children's current stages of development, and therefore, is unable to plan activities to meet children's interests or stages of development. The childminder demonstrates a weak knowledge of the three prime areas of young children's learning and development and resources available for the youngest children are limited. For example, there are limited resources that make a noise or move, which would encourage babies to reach out with their arms and legs.

The childminder discusses the older children's enjoyment of the garden. However, she

discourages them from running up and down in the garden, telling them that they will disturb the doves who have nested in her hedge. She is unaware of the learning opportunity that this could have provided for the children.

The childminder explains that she supports children's well-being and good health, by ensuring that children wash their hands before eating and after personal hygiene routines. Due to the childminder's attitude during the inspection, it was not possible to find out what meals and snacks the childminder provides for children. Evidence of the childminders recording of children's dietary requirements or allergies was not seen on child records forms, and the childminder was not open to discussions.

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

The childminder lacks any understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is unable to demonstrate a suitable knowledge of child protection and the steps she would take if she had any concerns about a child in her care. Furthermore, she explains that she does not document details of children with rashes or existing injuries for future reference. This means that she is not ensuring children are protected while in her care.

The inspection was brought forward due to previous concerns raised about the childminder's suitability to care for children. The inspection found that the childminder is not meeting several requirements of the Early Years Foundation Stage and actions have been set. The childminder explains that she carries out regular daily visual checks of her setting, which enables her to ensure that her setting is safe for the children who attend. However, she does not carry out risk assessment for the school runs and the trips to the local toddler groups and Sure Start Centres which she attends with the children. The childminder's documentation shows that she checks the smoke alarms. However, she explains that she does not carry out regular emergency evacuation drills because the older children receive them at school and the younger children are too young to understand. This shows her lack of understanding of the importance of ensuring that children know how to protect themselves and are familiar with the procedures to follow in her setting.

The childminder does not conduct any form of self-evaluation, which means that she is not aware of the significant areas of weakness. Therefore, she is unable to set in place effective actions that will lead to improvement in the educational programmes and the well-being of children. The childminder was very obstructive during the inspection, which resulted in the inspection not being completed. However, sufficient evidence was gathered to secure the judgement. It was not possible to check whether recommendations made at the last inspection have been addressed.

The childminder shows a lack of understanding of the importance of working in partnership with parents and external professionals. There are no links with the local authority development worker, which means that her poor practice has gone unnoticed. The childminder has ineffective relationships with parents, many of whom have raised

concerns about their children's care with the childminder. She demonstrates that she does not ensure parents understand her terms and conditions of the care arrangements as there are no contracts. This results in disagreements and the breakdown of trust and the care arrangements for children. Parents are unable to see the progress in their children's learning and development, as the childminder does not carry out observations or assessment. This means that the childminder does not know how well the children are progressing, therefore, she is unable to talk to parents about their children's progression. This means that parents are unable to support their children's learning and development at home.

The childminder does not demonstrate that she has the necessary skills, experience or attitude to provide appropriate care for children. Therefore, she is also in breach of requirements of the childcare register.

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:

- make sure there is an effective system to ensure that any persons caring for children; is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work (compulsory part of the Childcare Register).
- make sure there is an effective system to ensure that any persons caring for children; is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work (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 | 255918 |
| Local authority | Norfolk |
| Inspection number | 917229 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Name of provider | |
| Date of previous inspection | 04/02/2010 |
| 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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