

Inspection date	15/07/2013
Previous inspection date	09/04/2013

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		3
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 has a poor understanding of her responsibility to notify Ofsted of significant events; this is a breach of requirements and has an adverse impact on children's safety and well-being.
- The childminder fails to take effective action to minimise identified risks to children therefore they are exposed to potential harm or injury: two children have suffered minor injuries from the childminder's dogs in the recent past.
- The educational programme is not yet highly effective because planning is not always rigorous enough and does not always identify what children can gain from activities or consistently provide challenge in all areas of learning to maximise their learning.
- Overall effectiveness of the provision is inadequate as the childminder shows a limited ability to sustain improvements and keep abreast of the requirements, thus children's safety and well-being are compromised.

It has the following strengths

- Children can access a range of resources, indoors and outside, to support their development and attend various community groups where they interact with other children and take part in a range of planned activities.

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 and interacted with children in the lounge and garden, during play and routine care, such as lunchtime and preparation for the afternoon school run.
- The inspector held discussions with the childminder and her assistant throughout the inspection visit.
- The inspector looked at a sample of documentation including children's development profiles, some policies and written risk assessments.

Inspector

Sarah Williams

Full Report

Information about the setting

The childminder was registered in 1990. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Hadleigh, Suffolk. Her partner works as her full-time assistant. The lounge/diner and playroom are used for childminding. An enclosed garden is available for outdoor play. The family has two dogs, two cats, two guinea pigs and four giant African land snails. The childminder attends a childminder group and various local community groups. She visits the local shops and park on a regular basis and takes the children to nearby places of interest. She takes and collects children to and from local schools and pre-schools.

There are currently 15 children on roll. Five of these are in the early years age group and most attend on a part-time basis for a variety of sessions. There are 10 school-aged children, who attend before and after school and during some school holidays. The childminder offers care all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We have issued the provider with a welfare requirements notice that require them to:

ensure you conduct a risk assessment and implement it to remove or minimise the risk to children and ensure they are safe from risk of harm from your dogs

ensure you conduct a risk assessment and implement it to ensure children are kept safe while on outings from risk of harm from your dogs.

It is an offence not to comply with a welfare requirements notice.

We have also issued the provider with a warning letter for committing an offence which was failure to notify Ofsted of a significant event which is likely to affect suitability, this is in relation to an incident where a dog bit a non-minded child and changes which may affect the suitability of the assistant.

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

- improve understanding of how planning activities can maximise the learning potential, so that children consistently receive an enjoyable, stimulating and challenging educational programme, always designed to meet their emerging needs.

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

- review and improve the range of resources available, particularly to very young children, to provide them with access to a wide range of natural and household items to extend sensory development and provide imaginative and creative play and learning opportunities.

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

Children have access to toys and resources to enable them to make progress in the prime and specific areas of learning. The childminder has recently begun to routinely observe and record what children do, in order to assess their development and plan the next steps in learning. However, this practice is not yet sufficiently well embedded to test its impact on children's development and progress. Play is mostly free choice from the toys set out, and other items are made available for specific activities, such as a train set or box games

and puzzles.

Children have enjoyed helping to create a vegetable garden and can see the progress of seeds they planted, which are now growing well. This gives them an understanding of growth and change, and seasonal patterns in nature. They have sand and sometimes water to explore, but the childminder says that most of the sensory and messy play is conducted at the community groups attended most mornings. Natural items and household objects to inspire creative and imaginative play are few: the one basket containing these is depleted, and out of reach of children, so they cannot spontaneously access these, limiting young children's free exploration of a wide range of textures and materials.

Children enjoy interactive books and toys that make a noise, such as a musical rocker, which a young toddler chooses to play on after lunch. She croons and murmurs along with the sounds. The childminder encourages language development as she talks to the children, pointing out pictures and features in the books they bring to her.

The childminder has not yet completed a progress check on any child aged two years, but she has consulted the guidance and accessed some training which will aid her when she starts this process. The results of the check will be shared with parents. All children in the early years age group have a development profile which shows activities they have taken part in. Parents can see these and some choose to write comments and observations, including what children do at home.

The childminder thinks about what children can gain from outings and activities but has not so far linked her thoughts to enable her to thoroughly plan activities to consistently maximise individual children's learning. For example, when on outings to the beach or a local animal centre, the childminder does not extend or consolidate learning with further activities, such as drawing or painting what they have seen. Therefore, the quality of the educational programme and learning environment as a whole, and particularly the planning, is satisfactory but has scope for improvement.

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

Children's security and well-being are compromised by several breaches in welfare requirements, due to the childminder's poor understanding of how to ensure that children are safe in the environment, particularly with regard to animals kept.

Children appear settled and happy in the care of the childminder and her assistant. They develop attachments and turn to the adults caring for them for support and help. Young, non-verbal children are able to make their needs known by gesture and some use of signing, for example, when asking for a drink or item of food from their lunch bags. The childminder follows appropriate hygiene routines when changing nappies and carrying out routine care. Children are offered frequent drinks in warm weather, and have adequate sun protection as cream is applied prior to playing outside.

Children's independence is promoted as they freely access the toys and books set out for

them and stored at low level in the main playroom. The childminder has a large selection of resources and rotates the selection so that children do not become bored.

Children seen behave well and are given time and attention to ensure they are developing social skills and confidence. They attend several community groups throughout the week where they mix with other adults and children and have access to a variety of activities and social interactions. This prepares them for future transitions, such as when they begin school. They also have the opportunity to play with older children as the childminder cares for several children after school, including siblings of the younger minded children.

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

The childminder is unclear and has poor understanding of her responsibility in relation to meeting some aspects of the safeguarding and welfare requirements. For example, she did not notify Ofsted of an incident involving one of her dogs who caused an injury to a child as she says she felt it was a minor occurrence, even though on a previous occasion a notification was made regarding a biting incident with one of the dogs. In the recent event a non-minded child was injured, and the police were informed by a third party.

The childminder's assistant also suffers from a medical condition which may affect his ability to carry out the full range of duties in relation to caring for the high numbers of children on roll, yet the childminder has not informed Ofsted of this change. This is a breach of statutory requirements: the Statutory framework for the Early Years Foundation Stage clearly states the requirement to notify Ofsted of significant events that might affect the suitability of any person caring for children.

The childminder carries out risk assessments in regard to the house, garden and any outings and includes some aspects of the care of animals. However, these are not sufficiently rigorous or effective to keep children safe. As stated, there have been two incidents where the childminder's dogs have injured children in the recent past, yet the dogs are still accessible to the children, potentially risking a further occurrence. The dogs are kept in the kitchen and away from children's play and care areas, however, the stairgate in place is not an effective barrier and children can still easily access the dogs. While described as calm and docile, the dogs are large, unpredictable and have proven to be a hazard to children's safety and well-being. The childminder has not put children's needs first, demonstrating a limited understanding of both how to keep children safe, and her ability to make and sustain improvements.

The previous inspection in April 2013 noted that prior recommendations 'to engage in regular cycles of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will continue to improve the quality of the provision for all children', and 'to develop the use of observations and assessments and use these to identify learning priorities and plan relevant and motivating learning experiences for each child have not been addressed, which further questions the childminder's ability to assess and act on weaknesses in the provision.

Following the most recent inspection the childminder has now begun a process of reflection and evaluation to identify areas for development. She has highlighted some improvements to her practice, in the area of how she observes and assesses children's progress, and made changes that may in the longer term impact on outcomes for children. However, it is too early to say that any improvement has been made following the implementation of these changes. Moving the office to an upstairs room has created more usable space for children. A plan states that an area to care for the dogs, away from the house, is planned, but has not yet been worked on as there is a possibility of moving house in the near future.

The childminder and her assistant have attended first aid and safeguarding training and know how to respond to concerns about any child in their care. They conduct a fire drill so that children know what to do in the event of an emergency evacuation. Parents comment that they are satisfied with the quality of care provided and find the childminder approachable and helpful. The childminder completes initial information forms about each child through discussion with the parents and keeps these updated to reflect any changes in circumstances or care matters. The childminder establishes contact with other settings attended by the children in her care so that she can share essential information to ensure continuity.

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 all necessary measures are taken to minimise identified risks (compulsory part of the Childcare Register)
- inform Ofsted of any significant event which is likely to affect their suitability or that of any person caring for children on the premises (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise identified risks (voluntary part of the Childcare Register)
- inform Ofsted of any significant event which is likely to affect their suitability or that of any person caring for children on the premises (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	251239
Local authority	Suffolk
Inspection number	923420
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	09/04/2013
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
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M1 2WD

T: 0300 123 4234
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