

Inspection date	21/08/2013
Previous inspection date	08/08/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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

- Children's safety is compromised when playing outdoors because the childminder does not adequately identify and minimise risks.
- The childminder does not keep accurate records of all accidents and injuries; this compromises children's safety. Records, policies and procedures are poorly organised and therefore not fully effective in supporting the efficient management of the setting.
- The childminder fails to promote all children's learning and development effectively. Observations and assessments are not accurate enough to build on children's progress.
- The childminder does not fully monitor her provision to identify priorities for improvement for the benefit of the children.
- Planning is not effective in matching activities to children's needs. As a result, not all children are suitably challenged and their progress is not as good as it should be given their starting points.

It has the following strengths

- The childminder is kind and caring to the children, which results in them feeling safe and secure in her home.
- Children's communication and early literacy skills are promoted through effective interactions with the childminder and access to books and early writing materials.

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 took account of the views of parents as discussed with the childminder.
- The inspector spoke with the childminder and interacted with children at appropriate times throughout the inspection.
- The inspector sampled a selection of documentation including the childminder's self-evaluation document, children's learning journey records, planning documentation, written policies and children's records.

Inspector

Tina Garner

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Retford, on the outskirts of Nottinghamshire, and uses the whole of the ground floor for childminding. There is an enclosed garden for outdoor play. The childminder has two cats and two chickens, which are housed outside.

The childminder visits the local shops and park on a regular basis. At times she works with an assistant. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates Monday to Friday from 7am until 6pm.

What the setting needs to do to improve further

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

- ensure outdoor spaces are fit for purpose and risk assessments associated with these areas clearly identify aspects that need to be checked regularly and how any risk will be removed or minimised
- ensure an accurate written record is maintained of all accidents or injuries and first aid treatment
- ensure clear assessment of children's individual learning are carried out to understand their level of achievement, interests and learning styles; make sure that information gathered is evaluated and used to plan activities and experiences that build on what children already know and can do; tailor activities to offer sufficient challenge for all children
- improve the organisation of records, written policies and safe procedures to ensure they are well organised and used effectively to ensure the safe and efficient management of the setting.

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

- develop systems to monitor the effectiveness of the provision to inform priorities and set challenging targets for improvement.

Inspection judgements

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

Children do not all receive appropriate support and challenge to promote their individual learning and development adequately. The system for observation and ongoing assessment fails to accurately identify where each child is in their learning. The childminder carries out some observations, however, children's next steps are not clearly identified in line with each child's most relevant learning needs to inform planning. As a result, children are not always offered activities and challenge to help them make rapid progress pertinent to their individual learning given their starting points.

Children learn through play and exploration. The childminder spends the majority of her time sat on the floor with children, which enables her to interact with young children at their level. She provides children with a varied range of sensory play experiences and gives appropriate support. For instance, older children become engrossed as they explore stickers and sticker books and use these to create pictures of faces. Younger children enjoy mark making with chunky crayons and take pleasure from correctly identifying the colours they are using and counting out crayons from the box provided. This supports children to develop their interest in mark making, numbers and problem solving.

The childminder supports children's listening skills through music activities and singing sessions. They have access to a wide range of books which they enjoy looking at with the childminder. This enhances children's early literacy skills and provides them with opportunities to see pictures and learn about the wider world. The childminder encourages children's communication skills through effective interaction. She talks to young children, commenting on what they are doing, and asks questions to encourage their thinking and exploration. The childminder speaks clearly and younger children copy words that are new. This demonstrates that children are well supported in their language development.

Children experience a wide range of activities outside the home, such as toddler groups, activity centres and visits to children's farms and aquariums. This broadens their experiences in the social world and provides opportunities for them to begin to build social interaction with children outside the home and join in a wider range of activities in preparation for moving to school. Parents are encouraged to provide information about their child, which helps the childminder to ensure continuity between the child's home and the setting. For example, they are encouraged to share details of children's individual likes and interests. Day-to-day information about the children is shared through verbal discussion, a daily diary and the learning journey records, to which parents contribute.

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

Children's safety and well-being are compromised when playing outside in grassed areas, as these areas are poorly maintained and contain a range of large berry and hawthorn bushes. These pose a risk to children's health and safety as they can freely access them and put them in their mouths unseen by the childminder, as they choose from the range

of outdoor activities and run around.

The childminder generally supports children's health. She is aware of their individual dietary needs and takes appropriate steps to respect these. Children enjoy generally healthy options for meals and snacks and are developing independence in feeding themselves. They occasionally take part in baking activities, making cakes and biscuits. The childminder follows appropriate cleaning routines in the kitchen to help keep the environment clean. Children are learning about keeping themselves healthy, such as the importance of washing their hands before meals and after they use the toilet. The childminder has a current first aid qualification. However, appropriate procedures with regard to recording accidents to keep parents informed are not always implemented. This potentially impacts on the children's safety and well-being.

Routines are fluid and follow the children's interests. The childminder is caring for a number of young children, but is generally skilful in balancing each of their needs. She responds well when children are upset and offers cuddles and reassurance, which enhances their well-being. Indoor space is well utilised to support children's general development and care needs. For example, children benefit from an appropriately laid out playroom, which is made welcoming with a wide range of pictures and posters to support their knowledge of letters and numbers. Storage systems enable children to access resources of their own choosing. This promotes their independence and supports them to become active learners.

Children appear happy and content in the childminder's welcoming home. She has a suitable knowledge of each child's background and individual care needs, and follows the child's home routine to ensure consistency of care. Children form close and loving attachments with the childminder. They benefit from enthusiastic interaction with her and learn from her positive role modelling. She shows kindness and respect to children, giving them choices and waiting for them to make decisions. This gives them the confidence to independently explore their environment and, therefore, extends their own learning. Children play alongside each other and show good behaviour, given their age and stage of development. The childminder handles children's behaviour in a warm, gentle but firm manner. This ensures they are aware of the boundaries and helps them develop their own self-control. She praises children readily, which promotes their self-esteem and confidence.

The childminder has identified the need to liaise with other childcare providers to aid the transition from her setting to another. This means the children's transitions will run smoothly and provide continuous care and learning.

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

This inspection identifies that the childminder is not currently meeting the requirements of the Statutory framework for the Early Years Foundation Stage with regard to learning and development or safeguarding and welfare. The childminder has failed to ensure the outdoor area is safe for children by identifying and reducing hazards, which puts their

safety at risk. This is also a breach of the Childcare Register requirements. In addition, the childminder has given insufficient consideration to the activities and experiences she provides. She does not accurately assess children's development to gain an awareness of where they are in their learning. As a result, activities do not build on what children already know and can do, and fail to help children acquire the skills that will help them in the future. It is a requirement to do so. In addition to the omissions detailed above, the childminder does not keep detailed records of all accidents and incidents. This is detrimental to children's well-being and safety.

Some safety measures are taken to keep children safe, for example, security is suitably maintained and children are supervised through the deployment of childminding assistants. The childminder ensures doors are locked and visitors sign the visitors' book. The childminder has a suitable understanding and awareness of the Local Safeguarding Children Board procedures. She has relevant information and knows who to contact with any child protection concerns. Details regarding the use of mobile phones and cameras have been added to her safeguarding policy. Since the last inspection, the childminder has responded to the recommendation about extending the range of learning opportunities outdoors. However, it is not clear whether all legally required information is recorded because written information is not readily accessible for inspection due to the disorganised way in which this is currently stored. This compromises the efficient management of the setting and is a breach of requirements on the Early Years Register. These failings highlight weaknesses in the childminder's ability to fully evaluate her practice and drive improvement.

The childminder works closely with parents and shares a range of policy information to promote professional working relationships and continuity of children's care. Written policies are shared with all parents via compact discs, which gives them a further insight into how their child's care is organised. Parents' questionnaires state that they are very happy with the care and education their children receive. The childminder understands the importance of working in partnerships with external agencies and other settings to support children's learning and development.

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 any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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	EY441088
Local authority	Nottinghamshire
Inspection number	926364
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	08/08/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

