

<b>Inspection date</b>	11/09/2013
Previous inspection date	10/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder is in breach of a number of welfare requirements, which means she does not safeguard children's welfare adequately.
- The childminder has not maintained her knowledge and skills in with regard to the learning and development requirements. Therefore, children do not make sufficient progress while in her care.
- The childminder lacks the enthusiasm to encourage children to investigate, challenge them and ignite their interests.
- The premises have not been made safe and children are exposed to many tripping hazards and some poor hygiene issues, which puts their safety and welfare at risk.
- The childminder is disorganised in keeping records and does not maintain some statutory records.
- The childminder has failed to keep Ofsted informed of significant changes, such as who is living in her household and the hours she minds children. This compromises children's safety.

#### **It has the following strengths**

- The childminder offers children a healthy and nutritional diet.
- The childminder forms positive relationships with children, which helps them to feel secure.

## 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 discussed teaching and learning practice.
- The inspector observed the areas of the premises used for childminding purposes.
- The inspector sampled records and documents related to learning and development, safeguarding and daily attendance.

## Inspector

Carolyn Hasler

## **Full Report**

### **Information about the setting**

The childminder has been registered since 1996. She lives with her husband and adult child in Two Mile Ash, Milton Keynes, Buckinghamshire. The whole of the ground floor and part of their first floor of the childminder's home are used for childminding, with toilet facilities on the first floor. There is a garden at the back of the property, which is also used for childminding. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has three children on roll in the early years age group and a further six older children come after school and in the school holidays. The family keeps dogs as pets.

### **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 : keep a daily record of the names of children being cared for on the premises and their hours of attendance ensure risk assessments identify aspects of the environment that need to be checked on a regular basis and take action to remove any hazards found ensure that the premises, including outdoor spaces, are fit for purpose and that all spaces, furniture, equipment and toys are clean and safe for children to use.

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

- improve the learning environment so that it is inviting and challenging for children by giving children more free choice and variety in the equipment and resources they use to promote independent learning
- shape educational programmes to cover the seven areas of learning; make sure activities interest and challenge children by identifying next steps and working towards these identified goals
- work in partnership with parents, to consider the individual needs, interest and stage of development of each child; share information to establish children's starting points and support learning experiences at home.
- develop appropriate skills and knowledge, with particular regard to the learning and development requirements of the Early Years Foundation Stage

## Inspection judgements

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

The childminder is not promoting the learning and development requirements adequately, which means she is failing to help children make sufficient progress. Children are comfortable in the company of each other and the childminder. For example, they are happy to sit and watch the television or play quietly alongside each other. They talk with the childminder, ask questions and respond with ease to her conversation. However, the learning environment provided for children is poor and uninspiring. It does not engage children's interest as there are no colourful or exciting resources on show to encourage children to investigate. Although some resources are available, these are not easily accessible. Resources are stored in areas children do not have easy access to. As a result, they rely on the childminder to choose toys for them. The lack of interesting toys and learning resources means that children seek alternative sources of entertainment such as the television. This means they miss out on first hand experiences of learning.

The environment is untidy and unsafe; rolled up rugs and other obstacles create tripping hazards. Children are unable to access the garden and the childminding environment is chaotic. This does not encourage children to move around and explore space or resources. While children do engage in some exciting activities, such as icing fairy cakes or visiting the woods and parks, planned activities are irregular and lack focus on identified learning objectives. Children are compliant with the routines, which are familiar. However, their learning experiences are too few to significantly enhance progress in all areas of learning. This impacts on the progress they can make in preparation for school.

The childminder is not familiar with the changes in legislation since September 2012. She feels ill-equipped to teach children and help them gain the skills they need to be ready for school. Starting points are often not in place or vague and do not include discussions with parents about what children can do. The childminder recognises that she is not confident in assessing children's abilities and sharing information with parents about development. Her knowledge of the learning and development requirements and how children learn is weak. She does not use any current early years guidance to help her assess children's progress against expected levels for their age. As a result of these weaknesses, children's overall progress is inadequate.

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

The childminder warns children about how to play safely; however, due to the number of weaknesses in practice and the environment, children's safety and well-being cannot be assured. She provides an environment that has not been risk assessed and poses a hazard to children's safety. For example, children play among tripping hazards such as trailing wires and household objects that encroach on the play space. They are not able to use the garden as this has not been cleared of dog excrement and, therefore, poses a risk to children's health. As a result, children receive unclear messages about how to keep safe.

The environment is not welcoming to children because it is not set up to encourage them to play. The play resources are mixed and disorganised. They do not challenge children's physical abilities or engage their interest.

Generally, children settle quickly as they are already familiar with the childminder through existing friendships. They have often visited to play before starting. Overall, children form secure relationships. They show this through their easy conversations with the childminder about their families, special events and holidays. They play alongside each other. Sometimes friction arises between the children, which the childminder handles appropriately when she intervenes. There is a lack of resources promoting positive images of diversity, which reduces opportunities for children to learn about the wider world, people and communities.

The childminder is successful in ensuring children receive a healthy and nutritional diet. Children learn basic self-care skills and show appropriate levels of independence. For example, they make simple choices about what snacks to eat, practise hand washing routines and gain toileting skills relative to their ages. However, as independent learning is inconsistently encouraged, children are poorly prepared for moving on to school.

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

The childminder has failed to meet a number of safeguarding and welfare requirements, which impact on children's well-being. She is able to talk about how she identifies and responds to safeguarding concerns. These include the use of cameras and mobile phones within the setting. There is a range of policies and procedures in place, which she can refer to. These underpin the service she offers. However, vetting procedures are not robust. The childminder has failed to notify Ofsted of changes to persons living or working on the premises. Therefore, some members of the family living at this address have not completed suitability checks. The childminder has also failed to notify Ofsted of a change in the days and hours that children are cared for, as she now provides overnight care. In addition, the childminder has failed to risk assess her premises and give children a safe environment to play. These are breaches in requirements of the Early Years Foundation Stage, which significantly affect children's safety and welfare. These breaches also mean the childminder is not meeting associated requirements of the Childcare Register.

The childminder's limited knowledge of learning and development requirements leaves her poorly prepared to have a clear overview of the curriculum. Educational programmes are ineffective and poorly structured. They fail to meet children's individual needs. Planning and assessments are inconsistent and lack an accurate understanding of children's skills and abilities. This hinders children's progress.

The childminder is aware that she has lost focus on her childminding business. She recognises she has failed to invest in the future to improve the service she gives to children and their families. She does not seek the views of parents or children to help her develop a service according to their needs. Training has been limited to paediatric first aid.

The childminder has failed to address previous weaknesses, such as teaching and learning issues and keeping a record of children's hours of attendance. The childminder struggles to keep such statutory records up to date. The childminder has not sought local services to help her improve her practice. For example, she has not made links with children centre support groups for childminders and local authority early years advisory services. Therefore, she lacks a support structure. Nonetheless, she is aware of agencies she needs to liaise with in regard to safeguarding. In addition, the childminder shares welfare and development issues with other settings children attend.

### 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 records of the following, 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)
- inform Ofsted of changes of circumstances as soon as possible (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep records of the following, 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)
- inform Ofsted of changes of circumstances as soon as possible (no later than 14 days after the change occurs) (voluntary part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimize 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

<b>Unique reference number</b>	141697
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	892799
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/10/2011
<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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