

Inspection date	04/09/2013
Previous inspection date	30/04/2009

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

- The childminder's procedures for supervising children as they use outside play equipment and for checking the suitability of people who have unsupervised contact with children are not robust enough. This does not ensure the safety of children.
- The childminder failed to notify Ofsted of changes to the premises that affect the space available to children and the quality of childcare. This is a legal requirement.
- The childminder has a weak knowledge and understanding of the characteristics of learning. Consequently, children do not make good progress in their learning.
- The procedures for changing nappies are not hygienic. As a result, there is a risk of cross-contamination.
- Partnerships with parents and other providers are not robust enough. As a result, information about children's starting points is not obtained and the planning of activities does not complement what children are learning at other settings.
- The childminder has not acted upon weaknesses she has identified through her self-evaluation. This shows a failure to commit to continued improvement.

It has the following strengths

- The childminder observes, listens to and questions children during activities, which helps to extend their use of vocabulary through teaching that is instinctive.

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 activities in the playroom, and looked at the back garden.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability and training courses attended.
- The inspector checked the childminder's self-evaluation form and discussed her plans for improvement.

Inspector

June Rice

Full Report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 16, 15, 10 and three years. They live in a house in Wheatley, near Doncaster. The childminder has a dedicated playroom for children on the ground floor. The garden is not available for outside play. The family has fish, three bearded dragons, four chickens and two ducks as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and parks on a regular basis and collects children from the local schools and pre-schools. There are currently 13 children on roll, of which one is in the early years age group. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure that people whose suitability has not been checked by Ofsted do not have unsupervised access contact with children being cared for
- take all necessary steps to keep children safe and well. For example, by ensuring children are supervised while using outdoor equipment
- provide and use changing facilities that are hygienic for changing children who are in nappies
- improve your knowledge of the characteristics of learning and the different ways that children learn in order to plan the learning environment and guide children's activities. Ensure this is reflected in your practice with particular regard to how you can support and motivate children as they play, explore, make links and have their own ideas so that they make good progress in their learning
- ensure the individual needs, interests and stage of development of each child are considered and use this information to plan a challenging and enjoyable experience for each child
- seek to complement learning in other settings by; encouraging parents and other professionals to share more information to help identify children's learning needs; using this information more effectively to inform planning, so that children make the best progress they can
- ensure parents are involved in their children's learning through a regular exchange of information, by encouraging them to share their views about children's starting points and help them find ways to support children's ongoing learning and development at home.

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

- implement rigorous and effective systems for self-evaluation, which take into account the views of parents and are used 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

The childminder has insufficient knowledge and understanding of the characteristics of effective learning. As a result, she fails to reflect on the different ways that children learn when planning her learning environment and use of resources. As a result, there is little to encourage them to explore, make links and have their own ideas. This has an impact on the progress that children make during their time at her setting. The childminder is focused on supporting children's personal, social and emotional development. For example, she obtains information from parents about children's likes, dislikes and individual care needs. The childminder shares some verbal information about what children have been doing, how they have been and what they have eaten. The settling-in process helps parents and children form a relationship with her and this helps children to settle quickly. However, she does not gather any information about children's starting points or share ongoing information about children's learning. This prevents the childminder from planning more effectively for their learning from the beginning.

The systems for observing, assessing and planning indicate that the childminder has some understanding of how children make progress towards the early learning goals. She has tracked children's progress and identified next steps in some of the areas of learning. However, this is not consistent and there is no evidence to suggest that it contributes effectively to the planning of activities and play opportunities. For example, the childminder makes use of a number of local play groups to help support children's social skills, but does not observe how this has an impact on their learning.

The childminder is warm and friendly and joins in with children during their play. This makes sure children make some progress through teaching that is instinctive and reactive, rather than precise teaching. She shows some understanding of particular aspects of some children's development, such as a younger child's communication and language skills and their interests to support their development in this area. The childminder listens carefully to what children are saying and repeats their words acknowledging what they say. For example, as they select a red bus and explore the wheels, she repeats their one word utterance of 'bus'. When reading stories she encourages them to name the animal and make animal sounds. The childminder uses eye contact, verbal and facial expressions as she nurses children who are tired and seek comfort. This instinctive approach helps younger children to learn to vocalise and interact, and helps to encourage their emerging communication skills.

Children are relaxed and happy, and choose what they want to play with. The dedicated playroom is equipped with suitable resources and some are labelled, although, many are out of reach. The lounge is untidy and unwelcoming. This shows that the childminder has not effectively planned the use of available space and resources. As a consequence, this prevents children from making informed choices about what they want to do and how they learn. Children have daily opportunities to be outdoors and enjoy the fresh air when walking to the shops, park and schools.

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

The childminder has not ensured that the suitability of anyone with unsupervised access to children has been checked by Ofsted. This puts children at significant risk. The childminder visually checks her environment to ensure it remains suitable for children to use. As a result, she no longer uses the garden or the dining room. However, arrangements for the supervision of children while using outdoor equipment are not robust enough. At the time of the inspection the childminder showed the inspector the record of an accident, which happened on a trampoline while she was inside preparing food. After the accident the childminder spoke to children to remind them how to use the equipment safely. The trampoline has since been dismantled and ready to be removed. However, the childminder acknowledges that the accident could have been prevented with the correct level of supervision. Furthermore, the childminder has taken no action to remove potential hazards, such as trailing wires in the lounge, and carrier bags used for storing resources. This means that her risk assessments are not fully effective and do not ensure children's safety.

The childminder encourages parents to visit with their children prior to the placement as part of the settling-in procedure. This allows time for parents and children to form relationships with her. This contributes to their well-being during the transition from home. Children attend stay and play sessions at the local children's centre and playgroups where they are encouraged to mix with their peers and other adults. Consequently, children are developing their social skills. Children are well-behaved and are learning to share and take turns. This helps to promote children's social skills. Parents provide food for children's meals. The childminder obtains information from parents about children's health and provides fresh fruit for snacks. This supports children's health, and helps them learn about healthy eating. The childminder washes her hands after changing nappies for children. However, procedures for changing nappies are not hygienic. For example, she changes children's nappies on her knee, does not wash the hands of children whose nappy has been changed and there is no barrier between her and the child. As a result, there is a risk of cross-contamination.

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

The inspection was prioritised due to a concern raised with Ofsted about the possibility of rodents in the outside play area. The inspector was shown the garden and the childminder explained the actions taken to try to eliminate the risk. In the meantime, to ensure the safety of children, the childminder no longer uses the garden for childminding. Arrangements to ensure the safety of children are inadequate. In light of an accident where a child injured themselves using a trampoline incorrectly, the arrangements for the supervision of children while playing in the garden were inadequate and did not fully safeguard them from injury.

Arrangements for safeguarding children are inadequate. The childminder has not ensured the suitability of an adult who was going to have unsupervised contact with a child. In addition, she has failed to notify Ofsted of significant changes to the home that have an

impact on the space available and the quality of the learning environment. As a result, legal requirements for both the Statutory framework of the Early Years Foundation Stage and both parts of the Childcare Register are not met. The childminder has a sound knowledge and understanding of the correct procedure to follow if she has a safeguarding concern. She has a clear safeguarding policy that guides and informs her practice, which is shared with parents. The childminder is qualified in paediatric first aid and the required information is gathered from parents, such as emergency contact details. This adequately promotes children's well-being.

The childminder has insufficient knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She does not have an awareness of the characteristics of learning and, therefore, is unable to plan effectively for children's development. As a result, children do not receive appropriate support to ensure that the next steps in their learning are addressed well enough to prepare them to move on in their development. This is a breach of the learning and development requirements of the Early Years Foundation Stage. Parents are encouraged to share information about children's health and dietary needs, and what they are interested in doing. Similarly, general information is shared between settings when children are collected from school, but there is not sufficient emphasis on the importance of sharing information that will help support children in their development. However, the systems in place to promote partnerships with parents and the other settings children attend are not sufficiently well established in terms of supporting children's learning and development.

The childminder has evaluated her provision and identified many of the areas that require improvement, such as the quality of the learning environment and her understanding of how children learn. However, she has taken no action to address these and she is not consistent in seeking the views of parents and children to support her in this process. Therefore, self-evaluation is weak and the improvement plan to prioritise areas for development is ineffective. This shows little commitment to continued improvement.

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 any person having unsupervised contact with children is suitable to be in regular contact with children and enhanced Disclosure and Barring Service check is obtained through Ofsted in respect of that person (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)

- inform Ofsted of changes of circumstance as soon as possible (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and enhanced Disclosure and Barring Service check is obtained through Ofsted in respect of that person (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as possible (no later than 14 days after the change occurs) (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	EY315240
Local authority	Doncaster
Inspection number	934597
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	13
Name of provider	
Date of previous inspection	30/04/2009
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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