

Inspection date	07/10/2013
Previous inspection date	04/10/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
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 does not have a robust understanding of the requirements in the Statutory Framework for the Early Years Foundation Stage, which results in a lack of compliance.
- The childminder does not protect children's welfare at all times, because risk assessing is not rigorous and the levels of safety and supervision are inconsistent.
- The organisation and deployment of adults varies in effectiveness, which means at times children are not well supported.
- The childminder does not ensure that safeguarding procedures are fully understood by all persons working with children.
- Self-evaluation is not effective because it does not identify any of the significant weaknesses in the provision.

It has the following strengths

- The childminder provides child-focussed play areas with age-appropriate toys and activities to interest children.
- Parents provide positive feedback and value the care given to their children.

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 inspectors observed the childminder working alongside his co-childminder and assistant.
- The inspectors observed children in their activities and read a sample of development records.
- The inspectors had discussions with the childminder, took feedback from parents and read the self-evaluation form.
- The inspectors checked registers of attendance and safety of the premises.
- The inspectors had a feedback meeting with the childminder and his co-childminder.

Inspector

Julie Wright/Linda Dawe

Full Report

Information about the setting

The childminder registered in 2001. He lives with his wife, who is a co-childminder, and two teenage children in Teignmouth, Devon. The childminder employs a childcare assistant. Children use the dedicated play areas in the house and the enclosed garden for outdoor play. The family has two dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll, 13 of whom are in the early years age range. The childminder holds a relevant qualification at level 3.

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:

- ensure records are easily accessible and available, with particular reference to prove which children are siblings, to show an exception to the usual ratios can be made
- maintain records to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met
- notify Ofsted of any person aged 16 years or older working on childminding premises
- ensure that the staffing arrangements meet the needs of all children, to ensure they are safe and adequately supervised at all times.

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

- ensure that childminder and staff have a full and confident understanding of all aspects of the safeguarding policies and procedures; particularly with regards to knowing what to do should they have concerns about any adults they may work with
- ensure that any care provided for older children does not adversely affect the care of early years children
- review the risk assessment process, with particular reference to the dogs, to improve and monitor safety, supervision and effectiveness of children's welfare
- improve systems for self-evaluation, to identify all areas of strength and weakness and include contributions from staff, parents and children to foster a culture of continuous improvement to promote the interests of children

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

The levels of supervision and support that children receive are at times inadequate. This means that children's ability to learn is hindered as they are not always sufficiently supervised and kept safe. For example, when older children are caring for younger

children they are not adequately supervised and as a result younger children have significant periods of time when they receive no adult attention or interaction. In addition, children are not taught how to keep themselves safe; particularly around dogs. For example, the family dog is able to get into the soft activity play area with younger children, unsupervised by any adult. This compromises their safety.

There are suitable systems in place to assess and plan for children's individual progress. These include the required progress check for children aged two years. The childminder observes children in their activities and makes notes to add to their development record. Each child has an 'Individual Learning Plan' so the childminder is aware of their next steps in learning. For example, he knows that some children need encouragement in counting. To develop mathematical understanding the childminder asks questions, such as 'can you get me three yellow balls', as children play. The childminder is aware of children's interests and uses these to help children learn. For example, some children favour teddies, so he plays a sorting game with teddy shapes, to help children to recognise colours and size. However, his failure to meet fundamental safeguarding and welfare requirements has a negative impact on children receiving consistent and safe learning opportunities.

Children look at photograph albums, which show toys and activities, then point and say 'this one, this one'. This helps them to make choices about what they want to do. They go into the ball pool and roll around or throw balls in and out of the doorway. Children sit at tables and select writing materials to draw and colouring. Some children show increasing levels in their concentration, given their age. They focus well and complete activities, so they develop skills for learning. There is a suitable programme of activities on display, which includes themed activities and outings. For example, children visit the beach during a seaside topic. They enjoy crabbing, rock pooling and learn about pirates. Children make pictures when they return, which they take home to show their families. They describe what they are doing and remember activities. For instance, young children say 'it's a pirate', as they colour in a pre-drawn picture. Children confidently ask for an activity, such as to have dance music on. They enjoy this, although the childminder does not always consider the needs of other children in the room, for example in order to prevent distractions for children playing quietly.

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

Children are not consistently safe because the levels of supervision and adult to child ratios vary. Although there are two childminders, with an assistant when required, they have designated responsibilities. For example, the childminder prepares meals and the co-childminder collects children from school. At busy periods, such as after school, this results in times when there are less adults working directly with children, which means they are not sufficiently supervised and kept safe. Older children like to help with care of the young children, which is a generally positive experience as they play together. However, due to the numbers of children together and the fact that adults are engaged in other tasks, children are not always adequately cared for. For example, older children help to feed

young children food at snack time. This is seen as a positive aspect by the childminder and parents. Children acting as helpers are kind in their manner. However, they do not have the skills and expertise required for the care of young children, and are not sufficiently supervised during this time by the adults. Therefore, the childminder does not ensure consistently effective care and learning opportunities for all children.

Children arrive happily and are familiar with the childminder and his family. They form warm relationships and make sound progress in their personal social and emotional development. For example, they learn to share and take turns as they play. They move around with confidence and select toys from the varied, accessible resources. Children play outside so they benefit from fresh air and exercise. The childminder take children on regular outings and describe reasonable safety procedures. For example, he can fasten up to eight young children into the custom-built buggy and hold the hands of walking children. Children learn to walk safely, such as when they are going to and from school. Suitable arrangements are in place for the provision of food and drink, to meet children's individual dietary requirements. The childminder provides cooked meals on request and displays the menus for parents' information. Children can help themselves to individually named drink bottles, when they are thirsty.

The childminder is aware of children's individual needs, such as eating and sleeping routines. Young children sleep in travel cots in rooms on the ground floor. When parents arrive they are informed by the childminder about children's routines, activities and any significant information. The notice board indicates a key person list, with names of children written under each childminder. There are times when the atmosphere is more calm and relaxed, with the needs of the youngest children reasonably met. However, after school it is extremely busy and chaotic as older children arrive. Adults are busy doing tasks to prepare children's snacks and meals and ensure that the older children are settled. As a result the younger children are left with little attention. This compromises their safety.

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

This inspection took place following a concern about the numbers of children being cared for and the individual needs of children not being met. Evidence gathered at inspection shows that the childminder does not comply with all the welfare requirements of the Statutory Framework for the Early Years Foundation Stage or the Childcare Register. Over a period of time the childminder has agreed to take more siblings to provide continuity of care. However, this sometimes results in excessive numbers of children being present. For example, there are up to 24 children with two childminders and an assistant. Although a number of children may be over the age of eight years, the childminder does not consider the impact on the care of younger children before agreeing arrangements. At inspection, the childminder had sole charge of six children in the early years age range, while the co-childminder and assistant collected 12 other children from school. Levels of supervision are

at times inadequate, which compromises children's safety and welfare. For instance, the childminder left five toddlers in the playroom while he went to tend to another who had woken up. Ofsted will issue enforcement action, which the childminder must take in order to improve. The childminder failed to notify Ofsted of assistants that they are employing. It is a legal requirement to do so.

The childminder has relevant policies and procedures in place, including safeguarding. Assistants are made aware of the procedures to safeguard welfare, although they lack confidence in their knowledge of some aspects. For example, they are not confident to explain what they would do if they had any concerns about adults they may work with. There is a risk assessment procedure in place but this is not effective and does not securely identify all risks to children's safety. For example, the childminder has safety gates to restrict access to some areas; however, these are not always secure. Consequently, the family dogs are often in the children's playroom unsupervised and unnoticed by any adult present. This reflects unacceptable safety and hygiene practice for children. The childminder takes some steps to promote safety for children. For example, he places soft mats on the decking around play equipment, so children do not hurt themselves. The childminder has recently installed a close circuit television and has a monitor in the playroom, which he can use to see children or adult in the outdoor area to improve safety. The childminder has secure external gates, to prevent children leaving unaccompanied.

The childminder attends relevant training to renew certificates and refresh his awareness. For example, he has completed safeguarding, first aid and food hygiene. He establishes long-term relationships with children and their families. Parents provide positive feedback and have high regard for the childminder. They comment on the stimulating environment and the benefits to children in having a male carer. Parents say that they think the provision is 'great' and 'wonderful'. They describe how children's speech improves and say that they develop well. Parents appreciate photographs sent by text, so they can see what their children are doing. The childminder completes a self-evaluation form with his co-minder. They describe their vision, aims and say that they take account of feedback from parents and other agencies. However, their evaluation does not effectively identify weaknesses in practice, to ensure that they robustly meet all requirements.

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)
- inform Ofsted of the name, date of birth, address and telephone number of any person working with children (compulsory 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 the name, date of birth, address and telephone number of any person working with children (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	154011
Local authority	Devon
Inspection number	937383
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	45
Name of provider	
Date of previous inspection	04/10/2010
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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