

<b>Inspection date</b>	14/11/2013
Previous inspection date	11/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 meet a number of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. In particular, this relates to procedures to ensure suitability checks are completed in order to safeguard children.
- Procedures for safeguarding children are weak as the childminder's policies and procedures lack some of the essential detail.
- Regulations for the administration of medication are not met because the childminder does not ensure prior written consent is obtained for each particular medication. This does not ensure children's welfare.
- Children's progress in learning is not adequately supported because the childminder does not precisely and accurately assess each child's learning to plan challenging activities to extend their development.

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

- The childminder fosters children's confidence and self-esteem through her enthusiastic and positive praise for their achievements.
- Children initiate their own play and activities freely. They are able to access the wide range of toys and resources on offer from the low-level storage available to them.

## 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 play and learning activities and spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed and discussed with the childminder regulatory documentation regarding children's details, and a sample of policies and risk assessments.
- The inspector checked the suitability of household members.

## Inspector

Angela Hufton

## Full report

### Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and one child aged 10 years in a village on the outskirts of Newark. All areas of the property may be used for childminding, although this mainly takes place on the ground floor, with sleeping and toilet facilities within this area. The enclosed rear garden is used for outdoor play. The family has three pet cats.

The home is within walking distance of local facilities including schools, shops, a library and a park. There are currently nine children on roll, of whom four are in the early years age group. The childminder provides care all year round, between 7.30am and 6pm, except for family holidays. She takes and collects children from local schools. The childminder holds a childcare qualification at level 3.

### What the setting needs to do to improve further

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

- cooperate with Ofsted by providing the required information and records promptly, to ensure relevant checks for persons over 16 living on the premises are carried out to confirm their suitability to have regular contact with children
- ensure the safeguarding policy and procedures are in line with current requirements, with particular regard to the use of mobile phones and cameras
- ensure medication is not administered to a child unless prior written consent has been obtained from the child's parent or carer for that particular medication
- ensure that every child's learning and care is tailored to meet their individual needs through precise and accurate assessment of each child's progress, and use this information to provide a quality learning experience through thoughtfully planned activities that maximise each child's progress.

### Inspection judgements

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

The childminder demonstrates an overall suitable understanding of how children learn and develop. However, she has not applied this sufficiently well to ensure the children have an educational programme that is tailored to their individual learning needs. Consequently,

children are not challenged to make as much learning progress as possible in all areas. There is insufficient planning to ensure that all areas of learning and development are covered in depth to maximise each child's learning. The childminder provides a stimulating and visually attractive environment which enables children to explore and make independent choices. For example, children choose to play with a range of cars, trains and some track. They show curiosity and interest in their surroundings as they talk to the childminder about the noise they can hear from an electrician drilling a hole in the bricks outside for a new television cable. They make considered choices about what they want to play with as they pick up and put down different toys and objects and ask the childminder for help in putting toys together. They respond with interest as the childminder asks them if they would like to do a creative activity. Children recall how they collected leaves on the way back from school and talk with the childminder about how the different leaves feel, the various colours of them and how the wind blew them off the trees. The childminder supports them to glue the leaves on a tree picture, effectively supporting their colour recognition of the different leaves. Children are also supported well with their counting skills as they make sure each has a similar numbers of leaves to glue on their picture.

Children's learning is enhanced by the childminder's purposeful interactions, as she asks questions which encourage children to consider 'How does it feel?' and 'What made the leaves fall off the tree?'. Children delight in joining in small group activities, such as play dough or superhero play with action figures. This effectively supports their communication and language development and social interactions. They learn how to count, match and order objects by size, shape and colour, as they place different cars and trains on the tracks or car mat. This helps them to think and develop their mathematical abilities. As a result, children remain motivated and actively engaged in fun activities which help them to develop the characteristics of effective learning. The childminder skilfully uses indoor and outdoor resources to support children's learning and development. She plans some interesting activities based on each child's current interests and her overall observations of their progress. However, children are not making good enough progress towards all the early learning goals. The childminder uses her general knowledge and understanding of how children learn to plan some activities but does not precisely assess children's progress, or how she can adapt her teaching, to help children progress further.

Children are well prepared for some aspects of their next stage of learning and school. The childminder supports children's self-esteem and confidence well and talks with them positively about going to nursery, pre-school or school. Children have good relationships with the childminder and her family and enjoy the interaction with the older children the childminder takes and collects from school. The childminder shares some information with each child's parents through daily conversations. While this enables parents to feel fully involved in their child's care each day, the childminder is not as effective in engaging parents in their child's learning. She does not sufficiently guide parents with ideas for activities to do at home, so they can continue to support their child's learning.

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

The childminder has failed to secure the safeguarding and welfare requirements because she has not obtained written consent before administering some medication. This means

that children's safety and well-being are compromised. The childminder takes appropriate steps to build positive and trusting relationships with children and their families. She speaks kindly to children, offering them enthusiastic encouragement and positive praise at every opportunity. The childminder provides supportive and consistent care, so that children's individual needs are met. She involves parents and carers in all aspects of their child's daily routine, to promote continuity of care. As a result, children feel happy and content in the company of other adults, and separate from their parents with confidence. The childminder sometimes works with two other childminders to extend the range of activities and opportunities for the children. Children's behaviour is managed sensitively, so that any areas of concern are addressed promptly. This enables personal issues to be resolved in a timely manner. Consequently, older children are beginning to understand rules of acceptable and unacceptable behaviour.

Children's good health is promoted well. They benefit from a healthy menu, which includes a variety of nutritious snacks, such as fresh fruit. The childminder complies with food hygiene requirements and works closely with parents to ensure any food they provide contributes to children's healthy eating. Children enjoy regular access to the garden and other outdoor activities, which encourages their healthy growth and development through physical exercise and fresh air. The childminder is careful about fire safety. For example, she uses a whistle to gain the children's attention and they line up to complete fire evacuation practises quickly. This helps promote their safety in the event of a fire. The childminder is beginning to develop positive relationships with other childcare professionals. This helps her to provide consistent care for all children, and to support them through change and new experiences. Consequently, children approach important stages in their lives with confidence.

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

The childminder has not followed up on Ofsted requests to meet requirements for ensuring household members are checked as suitable. Consequently, she is in breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and of the Childcare Register requirements. As a result, children's safety and well-being are not effectively prioritised. The childminder recognises signs and symptoms of abuse and has attended recent training to update her knowledge. This ensures that children would be referred to relevant agencies to protect them from harm and neglect. However, she has not updated her safeguarding policy or informed household members about the appropriate use of cameras and mobile phones. This leaves children potentially vulnerable. The childminder has used self-evaluation and reviewed her provision in the past to guide and inform her practice. However, she has not continued to monitor her provision and has failed to identify gaps in her safeguarding policy and procedures. This lack of monitoring and evaluation has also led to slips in her record keeping. Consequently, prior written consent has been obtained from parents for some medications but not others. This does not ensure children's health and is a further breach of the safeguarding and welfare requirements.

The childminder has a good knowledge of how to manage children's feelings and

behaviour. She has suitable skills and knowledge to support children with special educational needs and/or disabilities. This promotes inclusion. The childminder responds positively to the views and suggestions of parents and children. She deals with complaints effectively to ensure any issues are quickly resolved and parents are happy with the outcome, ensuring children are settled and happy in the care of the childminder. She has considered more effective ways of communicating with parents about their child's daily care and learning. She has also considered the need to work with providers of other provision the children also attend. However, because the assessment of information gained from children's learning is not sufficiently precise or accurate, this does not ensure all relevant information is shared. Consequently, this does not promote consistency across the provisions or support parents to extend their child's learning at home. Children's progress towards the early learning goals is not strong enough.

### 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 in regular contact with children obtains an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- keep a record of a parent/guardian/carer's consent for each medication administered to a child (compulsory part of the Childcare Register)
- ensure that any person in regular contact with children obtains an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- keep a record of a parent/guardian/carer's consent for each medication administered to a child (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	252769
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	818439
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/05/2009
<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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