

Inspection date

18/10/2013

Previous inspection date

23/03/2010

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 does not risk assess outings sufficiently to ensure that all potential hazards have been identified and minimised.
- The childminder failed to recognise potential risks related to her care and supervision of children at a playgroup. This does not support children's safety, welfare and well-being.
- The childminder's premises are not secure to ensure that unauthorised persons are unable gain entry and to ensure that children are unable to leave the premises unsupervised.
- Observation and assessment of children's progress towards the early learning goals is not sufficiently robust. As a result, children do not benefit from effectively planned and challenging activities which are matched to their age and stage of development to ensure they make good progress.
- The childminder does not provide parents with up-to-date details of how to contact Ofsted if they believe requirements for the Early Years Foundation Stage are not being met.

It has the following strengths

- Children have developed close relationships with the childminder. As a result, they are happy and settled in her care.
- The childminder has a sound understanding of the importance of promoting children's good health through providing balanced and nutritious meals.

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 had a tour of the premises and observed children playing.
The inspector looked at children's learning journey records, a selection of policies and children's records and involved the childminder in a joint observation of an activity.
- The inspector took account of the views of parents through written comments that they left for the inspection.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Julie Morrison

Full Report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children who are 23, 16 and nine years old in Grangetown in Cleveland. The whole of the ground floor, except for the bedrooms, and the first floor bathroom are used for childminding. There is a rear garden for outdoor play. The family has two dogs, two cats and one tortoise.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, one of whom is on in the early year's age group. Children attend for a variety of sessions. School-age children attend before and after school. The childminder operates all year round from 7am to 6pm, Monday to Friday, except, bank holidays and family holidays.

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 that that all outings, including those to playgroups are effectively assessed to identify any risks or hazards which may arise for the children

ensure children are kept safe at all times, with particular regard to outings.

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

- ensure that the premises are secure to prevent unauthorised persons entering and to prevent children from leaving unsupervised
- make available to parents details about how to contact Ofsted if they believe requirements for the Early Years Foundation Stage are not being met
- improve the systems for observation and assessments to accurately recognise children's progress and understand their needs and use this information to ensure that the planning of activities are sufficiently challenging and based on children's next steps in development in order to support children's good progress.

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

The childminder does not have a sufficiently secure understanding of the learning and development requirements of the Early Years Foundation Stage and this impacts on the progress that children can make during their time in her care. The childminder has introduced learning journals for each child which are linked to the areas of learning and the next steps in learning have been identified. However, these are not sufficiently robust. The childminder's lack of understanding means that assessment is not consistently accurate enough to build on children's progress. In addition, planning is generally based around weekly routines, such as, going to play groups, where the childminder explains, she 'sits back to allow them time to play with friends'. While, this does provide some learning opportunities for children, such as socialising with their peers and developing their physical skills as they run around. It is not effective in matching activities to children's individual learning needs to ensure that they are sufficiently challenging for children. This does not effectively support children to acquire the skills and attitudes to prepare them for their next stage in learning.

The childminder does successfully engage children in some activities to promote their development. For example, she encourages them to paint and make prints with leaves she has collected. This encourages children to develop their creative and physical skills as they hold brushes correctly. The childminder adequately encourages some language development, as she encourages children to name the colours of the paints and she introduces language, such as, 'big and small' into their play.

The childminder adequately supports children with learning difficulties for example, she encourages them to do their daily tongue exercises. However, during the inspection, children spent the majority of their time watching television or looking at a catalogue of toys. This does support children to further develop their communication skills or ensure that they are engaged in meaningful activities. The childminder adequately uses daily activities to introduce children to counting, for example, she asks them to count a line of conkers. She also, encourages children to try to remember what they are called by appropriately prompting them, for example, she reminds them, by repeating the letter 'c'. This helps children to begin to identify the initial sounds in words. However, the lack of successful planning of activities that interest and challenge children reduces how well the childminder can expand learning based on their stage of development.

Suitable procedures are in place to work with parents. The childminder explains that she gathers verbal information from parents at the start, such as, routines and interests. This helps the childminder to get to know the children and gain some understanding of their starting points in learning. The childminder talks to parents on a daily basis and uses a communication book. This means that parents are kept up-to-date about what their child has been doing and allows parents to share important information. This includes, feedback from visits to the speech and language therapist. Learning journals and reports are available for parents to see and contribute to.

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

The childminder encourages children to learn about keeping safe. For example, they practice fire drills and learn how to cross the road safely. However, children's well-being is compromised by weaknesses in the childminder's practice, risk assessment processes and procedures for keeping children safe on outings, this is with specific reference to visits to play groups. This is because the childminder did not consider the potential risks associated with using sewing needles, while children were playing at a play group. This does not ensure that children are appropriately supervised and that potential risks are identified and minimised.

The childminder has clearly developed close and caring relationships with the children. She is warm and friendly with them and they are clearly confident in her care. The childminder finds out about children's individual needs, such as, dietary and medical requirements from parents prior to children starting. This is combined with settling-in visits which help the children to become familiar with the childminder. This promotes a smooth transition from home into the childminder's care and results in children who feel safe and secure. Suitable use is made of space in the childminder's home to allow children to play freely and safely. A suitable range of resources are stored in the childminder's conservatory

which children can independently access.

Children are appropriately supported in behaving well as the childminder provides praise and encouragement to promote their self-esteem. In addition, discussion and encouraging children to share helps children to learn right from wrong. The childminder takes children to local play groups where they can develop their social skills and mix with their peers. This, along with accompanying older children to school, helps to familiarise and prepare children for moving to nursery or school.

Children are developing their self-care skills through appropriate daily routines, such as washing their hands after using the bathroom. The childminder demonstrates a positive attitude towards supporting children's good health through providing a range of healthy and nutritious meals for children. Alongside this, children have daily opportunities to be physical, for example, they play in the garden and go for walks. This appropriately supports children's good health.

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

The inspection was brought forward following concerns raised about children's safety during outings. The inspection found that the childminder does not meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. In addition, the childminder does not meet the associated requirements of the Childcare Register. The childminder did not effectively risk assess her outings to playgroups and, as a result, did not identify the possible risks associated with using sewing needles when caring for children. Furthermore, the childminder has had previous actions to risk assess outings and ensure that children are kept safe on outing. This does not safeguard children. The childminder does not ensure that her policies and procedures are regularly reviewed and kept up-to-date. The childminder has a complaints policy in place, however, she does not provide parents with the correct details of how to contact Ofsted, if they believe requirements for the Early Years Foundation Stage are not being met. The childminder explains that children are kept safe in her home as she supervises them and carries out daily checks prior to them arriving. However, the childminder does not ensure that the front door is locked. This does not ensure that intruders cannot enter the premises and does not safeguard children. The childminder has a suitable understanding of child protection procedures and is confident of procedures to follow should she have a concern about a child in her care.

The childminder has an insufficient understanding of the learning and development requirements of the Early Years Foundation Stage. Although all areas of learning are adequately covered, the childminder does not effectively plan her activities to ensure that these are specifically matched to children's individual needs. As a result, children are not helped to make good progress in their learning and development. The childminder has suitable procedures in place to ensure that parents are kept up-to-date about the service she provides. For example, she meets with parents at the start to share her policies and discuss how she works. The childminder understands the importance of sharing information with other providers. For example, she shares written information about

children's progress and obtains information about what they are doing at nursery. This helps to promote continuity for children who attend more than one setting.

The systems for monitoring and evaluating the childminding provision are limited. The childminder explains that she does meet with other childminder's to share practise. However, she has not met some of her previous actions and recommendations. This is with regard to ensuring that children are kept safe on outings and introducing systems to evaluate her practice. In addition, although parents are spoken to on a regular basis and they provide positive feedback about the childminder, she does not effectively seek their views to help her establish areas for improvement. This does not demonstrate a sufficient drive for improvement which will raise children's achievement over time.

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 children are kept safe from harm this specifically relates to safety during outings (compulsory part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised and that no one can enter the premises without the knowledge of the person caring for the children (compulsory part of the Childcare Register)
- ensure that the following information is made available to parents: Ofsted's address (compulsory part of Childcare Register)
- ensure that children are kept safe from harm this specifically relates to safety during outings (voluntary part of the Childcare Register)
- ensure that children are unable to leave the premises unsupervised and that no one can enter the premises without the knowledge of the person caring for the children (voluntary part of the Childcare Register)
- ensure that the following information is made available to parents: Ofsted's address. (voluntary part of 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	EY334759
Local authority	Redcar & Cleveland
Inspection number	936042
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	23/03/2010
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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