

Inspection date	18/04/2013
Previous inspection date	08/02/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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 always update written records about children and this means some contact information is not accurate.
- There is no system in place to monitor the quality of the provision and identify areas for development.
- The childminder is not able to demonstrate how she uses knowledge of children's achievements to identify their next steps in learning and plan activities or assess their progress.
- The childminder has not addressed a recommendation from her previous inspection and still does not provide parents with the contact details for Ofsted. This shows a poor capacity to make ongoing improvements.

It has the following strengths

- The childminder has a warm and friendly home offering large play space and an enclosed back garden for outside play.
- There is a wide range of resources to support children's play.

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 carried out the inspection when no minded children were present.
- The inspector discussed with the provider how she meets the care, learning and development requirements of the Early Years Foundation Stage.
- The inspector discussed and reviewed policies and procedures used by the childminder to meet the welfare and safeguarding needs of children.
- The inspector visited all parts of the property used by minded children and observed risk assessments, resources and general safety measures.
- The inspector examined relevant records and documents relating to minded children.

Inspector

Carol Cox

Full Report

Information about the setting

The childminder registered in 2006 and is a member of the Professional Association for Childcare and Early Years National Childminding Association. She lives with her partner and five young children in Westerleigh, South Gloucestershire. The ground floor of the property is mainly used for childminding. There is a garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 12 children on roll, five of whom are in the Early Years age range. Children attend for different sessions during the week. The childminder takes and collects children from school. She works with her partner as her assistant. They make use of community facilities including parks and shops. There were no children present at the time of the inspection.

What the setting needs to do to improve further

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

- improve knowledge of the learning and development requirements in order to use systematic observations of children's learning to assess their progress across all areas in relation to their ages and stages of development and use this information to plan next steps for each child, based on their individual interests and needs
- record emergency contact details for parents and/or carers
- include the contact details for Ofsted in the complaints policy
- reflect on practice in order to identify strengths and priorities for development in order to make ongoing improvements to the educational programme for children.

Inspection judgements

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

There were no children present on the day of inspection. The childminder describes the range of activities that she offers to children. However, her lack of knowledge of how children learn means that she is unable to assess where they are in their development in order to plan for children's next steps in learning. This means the childminder is not able

to demonstrate how she helps children make progress in their learning and development.

The childminder provides activities to interest children taking into consideration their different ages. She describes how children of different ages enjoyed making Easter egg nest cakes. For example, older children used scales to help weigh out ingredients and younger children counted eggs to go on the top of cakes and mixed ingredients. The childminder is aware that this activity supports children's counting and weighing skills. The childminder takes children on visits in the local community to learn about the natural world and the built environment. She describes how she links natural events and celebrations to creative activities to reflect children's experiences. However, she is not able to demonstrate how these activities help children make progress based on their individual interests and needs. The childminder is not able to describe how she provides activities or interacts with children to support and extend their communication and language development.

The childminder offers a wide range of well-maintained toys, equipment and resources across the areas of learning. She talks to parents informally about activities children have enjoyed. The childminder says she helps children gain some skills for their move on to school by, for example, encouraging their self-help and independence skills.

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

The childminder describes how she works with parents to settle children so they are comfortable in her care. The childminder has an understanding of how to manage children's behaviour through positive responses and simple explanations. She explains how she uses distraction when children are too young to discuss issues. She understands that behaviour may be affected by a range of circumstances and says she would discuss concerns with parents. However, the childminder places too little emphasis on helping children learn and develop. Consequently they are not being supported in developing important language and social skills they will need to help them in the next stage in their learning.

The childminder has a clear understanding and knowledge of how to provide a clean and hygienic environment where it is safe for children to play. She says she provides food and drinks to children with regard to their individual health and dietary needs. Parents provide information about each child's care needs, which is documented by the childminder. She says children are encouraged to learn about food and the benefits of exercise through daily activities. The childminder explains that she has chickens, rabbits and guinea pigs in her garden. Children have supervised access to the animals and she says she reminds them to wash their hands after touching animals. The childminder has made written risk assessments of all aspects of her provision and she says she teaches children about safety. She maintains a record of fire drills and ensures that all minded children take part so they learn how to evacuate the premises safely in an emergency. However, the childminder does not ensure she has up to date contact details for parents to enable her to contact them in the event of an emergency. This is a breach of requirements and

compromises children's well-being.

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

The childminder does not have a sufficient understanding of the learning and development requirements in order to plan each child's individual learning needs. She is not aware of children's starting points, and does not carry out observations of children's achievements in order to identify and plan for their next steps in learning. The childminder is seeking help and support from the local authority advisor to address this.

The childminder has an adequate understanding of some aspects of safeguarding issues. She has knowledge of actions she should take should she have concerns about a child. She is knowledgeable about the information she needs to provide to Ofsted, for example, changes of people over the age of 16 living on the premises. She maintains records about children and their needs in partnership with parents and keeps an accurate record of children's attendance.

The childminder does not have a system in place to monitor the quality of her provision, consequently she has not identified that some recommendations from her previous inspection have not been addressed. This also means that she has not yet identified areas for development. Documentation and information for parents is not consistently reviewed and updated. For example, contact details for Ofsted on the complaints policy are not current. Therefore, parents are not informed of how to contact the regulator should they wish to. The childminder builds links with parents and shares some information with them. She seeks information from them to help provide care consistent with home routines. However, some records are not reviewed regularly to check that details of emergency contacts are correct. This compromises children's safety in the event of an emergency. The childminder establishes suitable partnerships with other providers that children attend, for example with teachers from schools that children attend. This helps her know what children are learning at school.

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:

- make the address of Ofsted available to parents (Voluntary part of the Childcare

Register).

- make the address of Ofsted available to parents (Compulsory 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	EY335694
Local authority	South Gloucestershire
Inspection number	909595
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	12
Name of provider	
Date of previous inspection	08/02/2011
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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