

Inspection date	11/11/2013
Previous inspection date	08/09/2011

The quality and standards of the early years provision	This inspection:	
	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 always ensure that she is meeting the adult to child ratio requirements or that the regulator is fully informed of changes to her circumstances. This compromises children's safety and well-being.
- The childminder is not effectively using observation and assessment information, to provide a suitable range of planned activities and resources across the seven areas of learning to support children's learning and development.
- The progress check at age two is not always completed within the required timescale or for the Healthy Child Programme health and development review.
- The premises are not suitably organised to ensure that there is sufficient space for free movement and daily opportunities for outdoor play, to promote children's good health.
- Information gathered from and shared with parents and carers about children's learning and development is not always fully informative of where children need support.

It has the following strengths

- The childminder has a suitable understanding of the procedures to follow if she has any concerns about child protection issues, which ensures that children are appropriately safeguarded in this respect.
- The childminder takes a proactive approach to contacting other settings that children attend, and relevant agencies or professionals that children may be involved with, to promote consistency of support.

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 lounge and kitchen.
- The inspector took account of the views of parents/carers included in questionnaires.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at documentation, which included the first aid certificate and children's learning records.

Inspector

Justine Ellaway

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged six years in a house in Long Eaton. The whole of the ground floor, the first floor bathroom and second bedroom and the rear garden are used for childminding. The childminder works with another childminder from the other childminder's premises. The childminder attends 'stay and play' sessions in the community. She collects children from the local schools and pre-schools.

There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder also cares for children over eight years of age. She operates all year round from 7am to 6pm, Monday to Friday and weekends, except bank holidays and family holidays. The childminder 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 when working alone or with another childminder, each childminder is only responsible for a maximum of three young children to promote children's safety and well-being
- ensure that the premises are organised to meet the needs of children, with particular regard to the indoor space requirements to promote children's enjoyment and free movement
- ensure that the organisation of the premises provides a suitable range of age appropriate toys and resources to promote children's enjoyment and achievement
- ensure that children are given daily opportunities to enjoy outdoor activities to promote their physical development and good health
- ensure that accurate information is obtained and shared on a regular basis with parents and carers to consistently support their child's learning and development
- ensure that observations and assessment are used to shape learning experiences for each child and plan appropriate support where required, so that they make good progress
- ensure that the planning of activities provides a balance of adult-led and child-initiated play, provides appropriate challenge and support and gives sufficient attention to all of the areas of learning
- ensure that the progress check at age two is completed between the ages of two and three years, in time to inform the Healthy Child Programme health and development review at age two whenever possible and accurately reflects where additional support might be needed.

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

The childminder is not effectively supporting children's learning and development and as a result, they make inadequate progress towards the early learning goals. There are limited opportunities for children to engage in activities that support some of the seven areas of learning. For example, the childminder does not regularly provide activities to promote children's understanding of the world or their physical development. Although she has an

adequate range of resources to promote children's understanding of diversity, other aspects of understanding the world are not adequately promoted. Where activities are provided that could promote children's skills in expressive arts and design, they are insufficiently resourced to support children's imagination and creativity. For example, children are given wax crayons to colour in a pre-printed picture with no other creative resources supplied, if they want to deviate from this. Furthermore, planning does not provide a suitable balance of adult-led and child-led activities. Insufficient consideration is given to what the childminder might teach children during adult-led activities and therefore they lack any focus as the childminder takes on mainly a supervisory role. As a result, children's learning and development is not effectively supported and children are not gaining a sufficient enough range of key skills to support their readiness for school when the time comes.

The childminder is observing what children can do and on occasion making an assessment of their current stage of development. However, this information is not sufficiently detailed or effectively reviewed to bring together all of the next steps of learning and ensure they are supported through the planning of activities. It is also very difficult to ascertain what progress children are making. The childminder is not ensuring that the progress check at age two informs parents and carers of all of the areas that the childminder feels the child needs support with. Furthermore, the childminder does not always complete it within the required timescale or always attempt to prepare it for the Healthy Child Programme health and development review. This does not ensure that other professionals have the necessary information to ensure early intervention if it is required. The childminder is not involving parents and carers in their child's learning and development consistently. On occasion, she fails to be clear about all of the areas of development she has identified the child needs support with. She gathers some information about what the child can do well and where the parents and carers feel the child needs support, but not from all parents and carers and not on a regular basis.

Children's communication and language skills are reasonably supported in some areas. They respond to the effective questioning style of the childminder and are encouraged to recall things they have seen or done previously, or respond to instructions. For example, when talking about different types of transport, the childminder prompts children to recall and explain how the postman was travelling about. The childminder is reasonably effective in engaging children in listening to a story for a short period of time. They comment on the pictures and repeat more complex words, such as 'cocoon'. However, the childminder does not consistently encourage language development in other ways, for example, encouraging children to make up stories or pretend when they are dressing up. This aspect of teaching is therefore less effective and hinders children in developing all of the skills that they need for their future learning. The childminder regularly prompts children to count or recognise numbers, although for some children there is insufficient challenge as teaching focuses on asking them to repeat what they already know. Although the childminder takes children to 'stay and play' sessions locally, there is limited organisation of group games or activities within the setting. As a result, although children are friendly towards each other, they rarely engage in play with others for any period of time. Therefore, there is ineffective support to fully help children to make relationships and develop confidence in their interactions with others.

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

The childminder regularly works with another childminder at her premises. However, she does not effectively organise the care for children so that the adult to child ratios are met at all times. On one occasion, she was responsible for the care of six children within the early years age range whilst the co-minder was briefly absent from the premises. Furthermore, the childminder was caring for four children within the early years age range on a regular basis. This compromises children's safety and well-being as well as children's ability to feel safe and secure. The childminder is not effective in consistently liaising with her co-minder so that activities are set up in advance, to minimise the time children wait.

Children's enjoyment is not well promoted as resources lack variety and are not always age appropriate, and as a result lack challenge for older children. The childminder does not effectively extend children's play through the provision of additional toys. For example, where a child plays with a favourite toy that they have bought from home, no other resources are offered to extend their imagination. The organisation of the space within the premises has a significant impact on children's free movement. The childminder mainly uses a very small room for most activities. This neither offers space to spread out the toys, or any different levels of furniture to vary how children play, for example, a table top to enjoy doing jigsaws. Furthermore, although the premises offer well-maintained and enclosed front and rear gardens, these are very rarely used. As a result, children's physical development is not well promoted and there are insufficient opportunities to enjoy fresh air and develop a healthy lifestyle.

Children demonstrate they feel comfortable with the childminder. For example, they sit very close to her when listening to a story. They are effectively encouraged to gain independence in some areas, for example, washing their hands before eating, and the childminder uses teaching opportunities to help children to learn why. However, the childminder is not as proactive in helping children to develop independence in using the toilet. She sometimes waits for this to be discussed with her, rather than identifying herself when it is appropriate to start the support. The childminder discusses children's routines with parents and carers at the time of placement and on an ongoing basis to support their emotional well-being. She is calm and relaxed and uses suitable teaching methods, with effective distraction techniques, to support children's understanding of right and wrong. Children behave well and show friendly behaviour to others, for example, as one child gets another toy and gives it to them without prompt. The childminder uses teaching opportunities to help children learn about healthy foods. She effectively persuades a child who wants a crisp sandwich to eat their 'cucumber crisps' and talks about why these are better for you. The childminder effectively talks to children about the impact of events on their own safety, such as what might happen if the floor is slippery. The childminder has an adequate understanding of how to emotionally support children in preparation for them going to nursery school. She ensures that she takes the children with her when picking up other children so that they are familiar with the building. She talks positively about the other setting, to support their emotional well-being.

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

This inspection was brought forward by Ofsted following concerns raised about the numbers of children the childminder is caring for, how children's needs are being met, the organisation of space and a failure to notify Ofsted of a change of address. The childminder is not meeting some of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The adult to child ratios are not always met. On one occasion, the childminder was caring for her own three minded children and also the co-minder's three minded children when working alone. The childminder was also regularly caring for more children within the early years age range than the requirements allow. This was due to a misinterpretation of the safeguarding and welfare requirements and she has reduced the numbers of children appropriately. However, insufficient consideration was given to how the needs of the children would be fully met and children's safety and well-being fully supported in either of these scenarios. The childminder has failed to ensure that Ofsted is informed of a change of address relating to the premises she is working from. This was due to a misunderstanding, however this is an offence and is also a requirement of the Childcare Register that has been breached. The organisation of space does not meet children's needs. The childminder is intending to recommence childminding from her own premises immediately to rectify this issue. The childminder does demonstrate a suitable understanding of the procedures to follow if she has any concerns relating to child protection, to ensure children are safeguarded. She has a suitable mobile phone policy to protect children in her care.

Monitoring of teaching and learning is inadequate. The childminder has failed to identify that her teaching, planning, observation and assessment and organisation of resources are not effectively supporting children's progress. Although the childminder has undertaken an evaluation of her practice, this is ineffective as she is not meeting all of the safeguarding and welfare requirements of the Early Years Foundation Stage. Furthermore, where she identifies that weaknesses in practice are impacting on children's ability to progress, she fails to take action. Where the childminder undertakes training this does sometimes have a positive impact on the care provided for children. For example, following a course on child obesity she is careful to ensure that children are encouraged to enjoy healthy meals.

Partnerships with parents and carers are not fully established. The childminder provides some general information, such as the policies and procedures and gathers a range of permissions. This provides parents and carers with some information about matters that affect their child. However, the childminder does not always ensure she is fully sharing information about any support needs. The childminder takes a more proactive approach in working with external agencies. She contacts the nursery school where children will attend to arrange a formal discussion about children's needs and current stage of development. She also contacts external agencies or professionals if she identifies that they are or may be providing support for any of her minded children. Some policies and procedures are effectively implemented, to promote children's safety, good health and well-being. For example, the front door is secure and the childminder is vigilant about ensuring it is locked as soon as anyone arrives or leaves. The childminder promotes good hygiene by washing her hands before preparing food.

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 Ofsted are informed of a change to the address of the premises where childcare is being provided from (compulsory part of the Childcare Register)
- ensure that Ofsted are informed of a change to the address of the premises where childcare is being provided from (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

Unique reference number	EY419112
Local authority	Derbyshire
Inspection number	940380
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	08/09/2011
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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