

Inspection date	21/11/2013
Previous inspection date	18/02/2010

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		3
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 lacks sufficient understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and therefore does not meet these in full.
- The childminder's home and the storage of resources are not organised effectively enough to help promote children's safety and independence.
- The childminder has not fully developed ways in which to encourage all parents to contribute to the formal learning and assessment process.
- Risk assessing is not robust enough to identify and address all potential hazards to children's safety within the home and on outings.

It has the following strengths

- The childminder interacts positively with children to promote their learning through play. The childminder is caring and friendly and this helps children settle and feel at home.

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 indoor environment.
- The inspector looked at safety in the outside area.
- The inspector sampled children's assessment records and other relevant documentation.
- The inspector looked at the childminder's self-evaluation form.
- The inspector discussed childcare practices with the childminder.

Inspector

Alison Weaver

Full report

Information about the setting

The childminder registered in 2000. She has a recognised childcare qualification. The childminder lives with her husband and two older children. They live in a house in Peacehaven, East Sussex near to schools, parks and shops. The majority of the ground floor is used for childminding. Part of the enclosed garden is available for outside play. The childminder has two dogs, tortoises, chickens and ducks. The childminder occasionally works with an assistant.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding six children in the early years age range. She also offers care to children aged up to 11 years.

The childminder attends local carer and toddler groups on a regular basis. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder is a member of an approved childminding network and is currently in receipt of funding for free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- take the necessary steps to effectively remove, minimise and manage risks and hazards to children on the premises, and on outings, particularly when the dogs are also included

To further improve the quality of the early years provision the provider should:

- organise the space and resources more effectively to help promote children's safety and independence
- develop ways in which parents are encouraged to share information about how well their children are learning and developing at home.

Inspection judgements

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

Overall, the childminder has appropriate systems for establishing children's starting points. She finds out about children's interests and individual needs from parents. The childminder makes sure she provides activities that reflect children's interests. As a result, children settle quickly and enjoy their play. The childminder keeps parents well informed about their children's progress by using quarterly summary reports and daily feedback. However, she does not always actively encourage all parents to share what they know about their child in the formal assessment system she uses. The childminder has sound observation and assessment systems that help her track children's progress. She identifies learning priorities and plans activities that help children continue to make sound progress. The childminder provides a range of interesting and challenging activities that cover all the areas of learning. However, weaknesses in assessing risks to children's safety and their independence have an impact on children's overall learning.

The childminder interacts well with children. She promotes and extends their learning as they play. The childminder gently questions children and gets them to think about what they are doing. She promotes their language skills as children respond well to her questioning. As a result, children become confident speakers who readily share their thoughts and ideas. They are developing their imaginary skills as they take part in different role play activities. For example, children pretend to make cups of tea and show increasing coordination as they share out the pieces of fruit. Children like to sing to one another. They have fun acting out a popular song about a spider, using the props the childminder has thoughtfully provided. Children develop a love of books as the childminder reads stories to them. They develop satisfactory counting skills as the childminder encourages them to count the spiders in the sand tray. This shows the childminder is able to extend children's learning across several areas of the Early Years Foundation Stage, using their current interests.

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

The childminder has breached the legal requirements of the Statutory Framework for the Early Years Foundation Stage. She has failed to effectively risk assess her home and outings which compromises children's safety and emotional well-being. Some of the toy chests are very large and take up a lot of play space. This means that many of the other resources are stored out of easy reach of children and this limits their independence. In addition, the building work on the childminder's house is limiting children's opportunities to play and exercise in the garden. The environment is cluttered in places and this results in less space for children to play freely and safely. However, the childminder uses some appropriate practices to help children learn how to stay safe. For example, she is helping them develop an awareness of how to cross roads safely and what to do in the event of a fire indoors. Children learn to manage risks as they use outdoor play equipment in parks.

Children form close bonds with the childminder. They enjoy being with her and show a sound sense of belonging. Children play appropriately together and learn to share the suitable range of resources. The childminder handles any disputes calmly and suitably. As a result, children are beginning to understand the need to take turns, for example, when playing with the spider and the pretend drainpipe. Children enjoy the activities and spend

a long time absorbed in their play. They show they are developing the skills they need to move on to school successfully as they explore and investigate. For example, they enjoy feeling the sand and making castles with it.

The childminder promotes children's health satisfactorily. She keeps her home adequately clean and implements suitable hygiene practices. Children adopt appropriate hygiene routines, such as hand washing after touching the animals. Children enjoy healthy meals and snacks. They are developing sound physical skills and coordination as they play outside and go on outings.

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

This inspection took place as a result of concerns raised that the childminder was not keeping children safe while building work was being carried out on her house and when taking children on outings. The inspection found that the childminder's knowledge of the Statutory Framework for the Early Years Foundation Stage is not secure. The childminder has failed to carry out robust risk assessments for the premises and outings, particularly when she takes children and her dogs out on walks at the same time. She has not identified and minimised hazards effectively. As a result, children are not adequately supervised and safeguarded. This is a breach of a legal safeguarding and welfare requirement. The childminder has also failed to meet her legal responsibilities with regard to notifying Ofsted of the building work. This building work is having a significant impact on the care of children, as they are unable to play freely in the garden on a daily basis. Ofsted are not taking action with regard to this non-notification. In general, the childminder keeps the indoor environment adequately safe and secure for children. The builders' tools and equipment are stored in an area away from children. However, the provider is required to take further action because she is not meeting the requirement of the Statutory Framework for the Early Years Foundation Stage relating to the risk assessment of the premises and outings. This is also a breach of the requirements of the Childcare Register.

The childminder maintains the required documentation appropriately. She works appropriately with parents to promote children's care. The childminder shares some of her policies with parents so that they know what to expect. She takes some steps to involve parents in her self-evaluation processes. For example, she sometimes uses parent questionnaires to get their formal feedback and ideas of how she can improve. The childminder shows sufficient awareness of her strengths and weaknesses. She frequently attends training to continue to develop her knowledge and skills. For example, she recently updated her child protection training. As a result, she has a sound knowledge of what to do if she has any concerns about a child.

The childminder monitors her educational programme appropriately. She takes positive steps to make sure she is meeting all children's learning needs. The childminder makes suitable use of her assessment systems to identify and narrow gaps in children's learning. This enables her to help all children achieve well in relation to their starting points. The

childminder gives appropriate support to children who speak English as an additional language. For example, she uses words in their home language and uses visual aids to support children's communication skills. The childminder forms sound links with agencies and other settings to help promote consistency in children's care and learning when needed.

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:

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises, ensuring that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises, ensuring that all necessary measures are taken to minimise any identified risks (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	505725
Local authority	East Sussex
Inspection number	942199
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	18/02/2010
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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