

Inspection date	24/10/2013
Previous inspection date	24/02/2011

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		2
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

- Children are insufficiently safeguarded. This is because the childminder, her co-childminder and assistants do not fully understand their roles and responsibilities in relation to child protection. They do not respond to safeguarding concerns in a timely or appropriate way, and so fail to protect the children in their care.
- Self-evaluation is not robust enough to effectively review and monitor practice, target areas for improvement and ensure all legal requirements are met.
- Children's welfare is not sufficiently supported. This is because the childminder does not have robust systems to identify the training and development needs of her assistants and to ensure that required policies and procedures are successfully understood and followed, including the maintenance of required records.
- Staff are not deployed effectively and parents are not specifically told who will be looking after their children at any particular time. Consequently, parents are not adequately informed and children's welfare is compromised.

It has the following strengths

- Children participate in a wide range of stimulating and well-resourced learning experiences and the quality of teaching is good.

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 the childminder engage in a range of learning activities, play and daily care routines with the children.
- The inspector held conversations with the childminder, her co-childminders, assistants and children.
- The inspector conducted a tour of the childminder's home during the inspection.
- The inspector looked at a selection of policies, procedures and children's records.
- The inspector viewed the childminder's improvement plan and some written feedback obtained from parents.

Inspector

Carol Johnson

Full Report

Information about the setting

The childminder was registered in 2007. She lives with her husband, one adult child and two children aged 13 and eight years. The whole of the ground floor, including a separate playroom and two first floor bedrooms and the rear garden are used for childminding purposes. The family has two cats, a cockatiel and some goldfish. The childminder, at times, works with two co-childminders. In addition, she employs two assistants.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder provides overnight care. There are currently 32 children on roll, of whom 13 are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday, except for family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language.

The childminder and one of her co-childminders hold recognised early years qualifications at level 3. The childminder is a member of the Professional Association for Childcare and Early Years.

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 Ofsted is informed of any allegations of serious harm or abuse by any person living working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere

ensure signs of possible abuse and neglect are responded to appropriately; this specifically refers to notifying agencies with statutory safeguarding responsibilities about any concerns about children's safety or welfare without delay

ensure all staff are aware of Local Safeguarding Children Board guidance and procedures and are appropriately trained to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way

ensure that someone with a local authority approved current paediatric first-aid certificate is on the premises at all times when children are present and accompanies children on outings; this includes occasions when children are taken to and collected from school or other early years provision

maintain a daily record of the names of the children looked after on the premises and their hours of attendance; this specifically refers to ensuring records are maintained that clearly provide evidence of children's actual times of attendance

ensure that staff are deployed effectively to meet children's needs and children are adequately supervised at all times

ensure that parents and/or carers are fully informed as to how staff are deployed; this specifically refers to making it clear to parents who is looking after their children at any particular time.

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

- put in place appropriate arrangements for the induction and supervision of staff; this specifically refers to having appropriate arrangements for monitoring and reviewing staff performance, practice and training needs and to ensure that assistants are fully competent in the areas of work they undertake
- keep a record of any complaints received and their outcome and ensure that this record is made available to Ofsted on request.

Inspection judgements

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

Despite weaknesses in the provision regarding the safety and welfare of children, the quality of teaching is good and children are progressing well. The childminder demonstrates a secure knowledge of how children learn and develop. She regularly observes children and confidently describes their likes, interests and individual needs. Clear records are maintained that demonstrate children's individual progress and achievements and these are shared with parents. These records include photographs of children engaged in experiences and examples of children's work. The childminder effectively exchanges important information with parents and others involved in children's care and education. For example, she regularly talks to staff at any other provision children attend and relevant information is routinely shared between the childminder, her co-childminder and assistants. As a result, children are provided with experiences that accurately reflect their needs and interests and support their progress towards the next stage in their learning.

Children laugh and smile as they play and are confident and self-assured. Children are motivated to learn because the childminder plans and provides stimulating experiences that she knows they will enjoy. A wide range of craft activities is frequently provided and examples of children's artwork adorn the walls of the childminder's home. These displays of art show children that their efforts and achievements are valued and provide additional information for parents about children's experiences. In addition, the childminder suggests

some activities that parents can do with their children at home and while doing so, reinforces the value of their involvement in their children's learning.

Children successfully gain many of the skills they will need in future life. For example, regular outings to local amenities provide children with good opportunities to play and interact with other children and adults. They learn to take turns in conversation, share and use manners. Furthermore, their range of experiences and awareness of the wider world is enhanced. Children enjoy easy access to a wealth of resources that invite them to explore, problem solve and use their imagination. They help themselves to pencils and crayons and enjoy making marks on the slabs outside with paintbrushes dipped in water. As a result, their pencil control and creativity is developing well. Adults enhance children's learning and communication by asking them carefully considered questions and participating in their play, when asked. For example, adults ask children to talk about their pictures and identify the colours of the crayons that they are using. Adults model good pencil control as they draw alongside them and include lots of opportunities for children to write during role play and other activities.

The childminder provides care for some children who speak English as an additional language and describes a range of effective strategies that she uses to support their learning and well-being. For example, she uses a mix of key words, body language and expression to enhance children's understanding and interaction. Additionally, the childminder routinely models the English language and encourages repetition of words; this helps to widen children's vocabulary and allows them to hear the correct pronunciation of words.

The childminder provides a broad range of experiences for children indoors and outdoors. The main indoor play areas are the conservatory and a playroom in the converted garage. These areas are linked by a well-resourced and stimulating covered outdoor area. This area contains a wealth of role-play equipment and an abundance of easily accessible resources, including a range of construction toys. Consequently, children can act out familiar experiences and use their imagination. Beyond the covered area, there is a section of the garden where children have plenty of space to run around and expend energy. Children develop good physical skills in this area as they regularly participate in ball games and play on the fixed physical play equipment. In addition, a small water feature and areas for them to dig and grow plants encourage children to actively explore and investigate nature.

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

On the whole, children show by their words and actions that they feel safe and secure. They happily go to familiar adults for comfort, reassurance and support and show a good sense of belonging. However, their well-being is hindered because the childminder and her staff team lack sufficient knowledge and understanding of their legal responsibilities in relation to safeguarding. In addition, arrangements to ensure children's safety and welfare during school drop-off and collection times are inadequate. The ways that the childminder and her staff sometimes carry out their duties mean that children are not always successfully supported to enter and leave school happily and safely. For instance, they do

not always ensure that all children are promptly and appropriately collected at the end of the school day.

The childminder maintains regular dialogue with parents and routinely observes and listens to their children. Consequently, she gains important information about children's individual personalities and preferences to help support their welfare and progress. Flexible settling-in sessions are offered for 'new' children and their move into the childminder's care is managed sensitively and in line with their parents' wishes. The childminder, her co-childminder and assistants are warm and approachable and provide appropriate support for children as they move to school or other early years provisions. They talk to children about what to expect and help children develop personal care skills that are appropriate for their age and stage of development. The childminder supports their growing independence through plenty of praise and encouragement. She is patient and supports children's efforts to do things for themselves.

All areas of the childminder's home used for minding are clean and safe. Children learn about healthy lifestyles through a variety of spontaneous and thoughtfully planned activities, alongside everyday discussions. Appropriate hygiene routines are modelled by the childminder and help children to understand the importance of effective hand washing. Children access the outdoor environment on a regular basis and enjoy plenty of opportunities to exercise and expend energy. Food provided by the childminder is healthy and nutritious and easily accessible drinks prevent children from becoming dehydrated. Mealtimes are relaxed, social occasions and children talk happily about things that are of interest to them. The childminder thoughtfully uses mealtimes to teach children table manners and highlight the benefits of healthy eating. Furthermore, she thoughtfully uses board games, jigsaw puzzles, books and role play to encourage children to make healthy food choices.

The childminder offers a comfortable, inviting, child-friendly environment, where children have plenty of space to play and rest. Children make lots of independent choices because a good variety of resources is accessibly stored within their easy reach. Children are actively encouraged to help tidy away toys and because of this they learn not to clutter play areas and develop a sense of responsibility. Children respond well to the childminder's friendly manner and gentle behaviour reminders; therefore, they behave appropriately and display good manners.

Children go on regular outings, for example, to local parks; these experiences provide them with opportunities to meet other people and teach them about the importance of physical exercise. Children use large play equipment and develop confidence as they take risks and learn new skills. They run around and expend energy and learn about the changes that happen in their bodies when they are active. The childminder uses everyday discussion to teach children about road safety and this is regularly reinforced and practised during outings.

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

This inspection was carried out following a number of concerns reported to Ofsted. These relate to safeguarding, the suitability of adults working with children and the practice of assistants as they drop off and collect children from school. The provider is not meeting a number of the legal requirements of the Statutory framework for the Early Years Foundation Stage and both parts of the Childcare Register. There is inadequate focus on what is needed to protect children and keep them safe.

The childminder works alongside, a staff team of two co-childminders and two assistants; one of the co-childminders is not working at the provision currently but is available for cover, if required. There is no clear definition of staff roles and responsibilities, in particular with regards to who does what and cares for which children. Parental permission is in place for children to be left in the sole charge of assistants; however, information is not maintained to confirm which adults are present at any particular time. Furthermore, daily records of children's hours of attendance are not accurately maintained. As a result, there is no accurate information to confirm that required adult to child ratios are met or staff deployed effectively. In addition, the childminder is not keeping a record of any complaints received and their outcome. Consequently, the childminder is not meeting requirements or ensuring the safe and efficient management of her provision or children's safety.

The childminder has a written safeguarding policy that meets requirements and she has attended safeguarding training. Despite this, the childminder, and her staff team demonstrate insufficient knowledge and understanding of their roles and responsibilities with regards to child protection. For example, they are not clear about what they should do in the event of concerns about a child in their care and not all staff have read the childminder's safeguarding policy. In addition, the childminder did not notify children's social services and Ofsted in relation to an allegation made against one of her assistants. Furthermore, Ofsted was not notified of a significant event whereby a young child was left unsupervised in a school playground. Consequently, the childminder has committed an offence and children are inadequately protected.

The childminder regularly assesses the quality and appropriateness of the experiences she plans and provides for children. However, the processes used for evaluating and monitoring her provision as a whole are weak. As a result, the childminder has failed to ensure that her assistants are suitably trained and informed to appropriately carry out their duties. She does not have robust arrangements in place to monitor and review their practice or to identify and meet their training and development needs. The childminder allowed her paediatric first aid certificate to lapse between June and the start of September 2013. Furthermore, one of her assistants has still to complete a local authority approved course but the childminder has allowed her to be in sole charge of children. The childminder is part of an accredited childminding network and states that she uses her improvement plan, drawn up with the help of her network coordinator, to identify her priorities for improvement. However, only some progress has been made in relation to the actions within this year's plan, which finished in August. For example, the childminder now provides parents with a regular newsletter and is creating an enhanced 'Welcome Pack' for new parents. Nonetheless, a new plan has yet to be drawn up and the childminder shows insufficient awareness of the strengths and weaknesses in her provision. Consequently, planning for the future is ineffective and inadequate attention is given to ensuring

children's welfare and safety and meeting legal requirements.

In some respects, children's safety is appropriately protected. For example, a range of fire detection and control equipment is in place and emergency evacuation procedures are regularly practised. Hazardous items are stored out of reach of children and several safety gates prevent children's unsupervised access to the lounge and upper floors of the childminder's home. Public liability insurance is maintained and all adults living and working in the childminder's home have had their suitability checked by Ofsted.

Partnerships with parents and other professionals are suitably established. Regular communication is maintained between all adults involved in children's care and education. Consequently, children's individual needs are known and they receive consistency of care. Required information is obtained from parents, for example, their emergency contact details and permission for children to be taken on outings. The childminder describes how she regularly asks parents for their views and several parents have completed questionnaires that she and her co-childminder have sent out. These parents indicate that they are very happy with the service provided. The childminder also talks to children about what they enjoy and includes them in the planning of daily routines and experiences. Consequently, children feel included and know that their views are valued.

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 receiving childcare are kept safe from harm; this specifically refers to ensuring all adults are fully aware of their safeguarding role and responsibilities and understand and follow Local Safeguarding Children Board guidance and procedures (compulsory part of the Childcare Register)
- ensure that any person caring for children has skills and experience suitable for the work; this specifically refers to ensuring assistants are suitably experienced, are fully aware of policies and procedures and that they have an appropriate first aid qualification if left in sole charge of children (compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that Ofsted is informed of any allegations of serious harm or abuse of a child committed by any person looking after children on the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), or by any person, where the allegation relates to harm or abuse occurring on those

premises (compulsory part of the Childcare Register)

- ensure that children receiving childcare are kept safe from harm; this specifically refers to ensuring all adults are fully aware of their safeguarding role and responsibilities and understand and follow Local Safeguarding Children Board guidance and procedures (voluntary part of the Childcare Register)
- ensure that any person caring for children has skills and experience suitable for the work; this specifically refers to ensuring assistants are suitably experienced, are fully aware of policies and procedures and that they have an appropriate firstaid qualification if left in sole charge of children (voluntary part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- ensure that Ofsted is informed of any allegations of serious harm or abuse of a child committed by any person looking after children on the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), or by any person, where the allegation relates to harm or abuse occurring on those premises (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	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	EY342298
Local authority	Warwickshire
Inspection number	940354
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	32
Name of provider	
Date of previous inspection	24/02/2011
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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