

Inspection date

18/11/2013

Previous inspection date

03/02/2009

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 safeguard children by making sure all persons living at her home have completed all relevant checks. She has not kept Ofsted informed of all changes within the household in accordance with legal requirements.
- The childminder does not obtain information on what children can do on entry or effectively observe and monitor their progress. This means that they are not adequately supported to make good individual progress in all aspects of their learning and development.
- Children are not fully supported to understand how to behave appropriately. This is because the childminder does not have a suitable understanding of behaviour management in relation to children's ages and stages of development.
- Children's health and well-being is not fully supported because the childminder is not suitably overseeing and promoting good consistent hygiene procedures.
- The childminder has yet to fully evaluate her provision by identifying areas for development to improve the provision and her practice.

It has the following strengths

- The childminder provides an appropriately resourced environment, with a suitable range of various toys and equipment. Therefore, children can make choices in their play in order to gain a range of experiences, and this also supports their independence.

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 childminder's home. She also observed the lunchtime arrangements.
- The inspector looked at a range of documentation in place, including policies and procedures. She also looked at children's folders.
- The inspector observed the childminder's interaction with the children and spoke to the childminder throughout the course of the inspection.
- The inspector saw evidence of first-aid and safeguarding training, public liability insurance and risk assessments of the indoor and outdoor environment.
- The inspector looked at documentation to clarify the childminder's and her family's suitability.

Inspector

Caroline Stott

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and her 16-year-old child in Eastfield near Scarborough. The whole of the ground floor and the bathroom on the first floor are used for childminding purposes. There is an enclosed rear garden available for outside play. The family has a dog and chickens as pets.

The childminder attends a childminding group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and nursery. The childminder has an appropriate childcare qualification at level 3.

There are currently eight children on roll, three are in the early years age group, who attend for a variety of sessions, and five are school-age children who attend before and after school. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. She receives support from the local authority.

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 with a completion date of 3 February 2014 requiring the provider to:

ensure that all people who live on the premises on which the childcare is provided; obtain a Disclosure and Barring Service check.

It is an offence not to comply with a welfare requirements notice.

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

- update knowledge of the learning and development requirements, in order to consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- assess each child's starting points in relation to their age and stage of development: use this information to identify and plan for the next steps in their learning
- improve facilities to promote the good health of children, for example, by providing a changing mat and encouraging hand washing before eating
- ensure that children's behaviour is managed in a suitable manner.

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

The childminder has too little understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a range of resources, activities and experiences to enable children to explore the environment freely. For example, children made a collage picture, using glue and various resources. The childminder offered different shapes and materials, identifying and naming items of possible interest. However, activities do not meet all children's individual needs in order to extend and challenge their learning and move them forward in their development across all the seven areas of learning. This means that children do not make the best possible progress.

The childminder completes some observations on children that describe their play and

experiences. She makes a simple analysis of her observations and links some of these to an area of learning. The childminder has completed the progress check for children aged between two to three years. However, she does not systematically monitor children's development over time to ensure they are making sufficient progress from their individual starting points.

Children's communication and listening skills are supported adequately. The childminder talks steadily to the children to describe what they are doing and what they could do. She repeats specific words and sounds suitably to promote children's language development. The childminder appropriately encourages children's imagination. For instance, she offers dressing-up clothes and supports their play with dolls by providing blankets and prams and buggies. This enables children to make believe by pretending, imitating what they have observed and copying others actions. The childminder demonstrates a basic understanding of teaching children. For example, as children line up bricks, she encourages them to count them. She also shows children how to link bricks to form towers, suitably supporting children's early mathematical development. This enables them to develop some skills in preparation for the next stage in their learning. However, too few challenging and enjoyable experiences are provided to help all children acquire the skills and capacity to develop and learn well. Therefore, children do not make adequate progress in their learning in preparation for school.

Parents are suitably encouraged to have pre-visits and to use daily diaries. This builds appropriate relationships. However, children's starting points are not established to fully understand their abilities and interests on entry. Consequently, initial assessments are not gathered to inform the childminder of where children are in their development. The childminder adequately encourages parents to be involved in their children's learning. She highlights activities their children have enjoyed in their daily diaries so they can provide similar experiences for them at home.

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

Children are generally happy and move freely about the childminder's home. They access their own choice of play and resources. For example, children select pretend tools to imaginatively mend the play till. There are a suitable variety of resources and toys available for children to support their independence and promote an assortment of experiences. The childminder develops suitable attachments with the children in her care because she encourages them to share experiences. She offers appropriate activities to support their imaginative play and promotes their language and thinking through talk and offering suggestions. However, not all children engage in activities to support their individual developmental needs. As a result, the environment is occasionally disorganised because children disrupt activities, which contributes to children's learning being hindered. For instance, children behave unacceptably to other children and are not told why it is inappropriate. This means that the childminder is not fully supporting children to understand how to behave through constant positive interactions. Consistent boundaries are not established to enable children to feel safe and secure in their play.

The childminder praises children's efforts adequately and encourages children to think

about their own safety, such as by not climbing on the sofa. This enables children to gain an understanding of managing their own safety and the consequences and risks involved, such as falling and hurting themselves. The childminder's home is suitably clean but she does not always limit the risk of cross-contamination effectively to ensure the health of the children. For example, children's nappies are not changed appropriately because she does not provide an adequate changing mat, and she does not teach children to wash their hands before they eat their food. Therefore, children do not learn about healthy hygiene practices. Lunches are provided by parents and the childminder discusses healthy foods with children, promoting their understanding of healthy eating. Relevant opportunities are provided for children to develop and play in the fresh air. Trips to the local parks with a range of physical play apparatus provide activities where children can practise moving in different ways. This supports children's understanding of the importance of physical exercise.

The childminder is developing links with the local nursery and schools, to support children's transitions sufficiently. She talks to parents, nursery staff and teachers to gain an understanding of children settling. She demonstrates a suitable understanding of the need to prepare children for the transition through appropriate discussions.

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

The inspection took place following concerns about the notification of incidents to Ofsted by the childminder. At the inspection, it was found that the provider had not notified Ofsted of changes to members of her household and an incident involving social services. This is an offence. This is a breach of the legal requirements for both the Early Years Register and the compulsory part of the Childcare Register and affects the efficiency of her service. Children are not adequately safeguarded because the childminder has not enabled all persons living in her home to have all the required checks, including a Disclosure and Barring Service check.

The childminder has a poor understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. However, she can appropriately describe the signs and symptoms that indicate that a child may be at risk and knows the action to take if she has concerns about a child's safety or welfare. The childminder completes daily checks and risk assessments for her home and outings, and creates a welcoming environment. The childminder obtains insurance, and appropriate policies are in place. There is an emergency plan for her provision, and regular fire drills ensure safety measures adequately reduce risks to children. The childminder has a relevant level 3 childcare qualification and has completed the appropriate first-aid and safeguarding training. This means that the childminder ensures her training is kept up to date. However, the childminder does not evaluate her provision to identify the strengths and weaknesses and areas for development.

The childminder has insufficient understanding of the learning and development requirements of the Early Years Foundation Stage. She does not consistently observe and monitor children's progress in relation to their age and stage of development and use this

information to identify and plan for the next steps in their learning. This means the childminder does not fully understand all children's skills, abilities and progress to ensure they reach expected levels of development.

There are suitable relationships established with parents. The childminder collects children from the local schools and nursery. She visits the local childminding group and local children's centre, toddler and play groups. All these settings acceptably accommodate children's interests and provide them with time to play with their peers to improve their social skills. The childminder understands the importance of working with other professionals, to gain advice and support, in order to provide assistance for children and/or their families when the need arises.

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 any person having regular contact with children including those living on the premises is suitable (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that any person having regular contact with children including those living on the premises is suitable (voluntary part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (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	EY295121
Local authority	North Yorkshire
Inspection number	940611
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	03/02/2009
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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