

Inspection date

04/12/2013

Previous inspection date

22/04/2013

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

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 has failed to provide information in a timely manner to the regulator, to enable appropriate checks to be undertaken on individuals living on the premises, to ensure that children's safety and well-being are effectively promoted.
- The childminder does not always ensure that adults caring for children have an appropriate first aid certificate, or provide evidence that this is in place. As a result, children's good health and well-being is not fully promoted in the event of an accident.
- The childminder does not consistently gather written permission from parents and carers to administer medication, to ensure children's good health is promoted.
- The provision of food does not always ensure that meals are healthy, balanced and nutritious to promote children's good health.
- Teaching requires improvement because adult-led activities are not sufficiently balanced and do not always fully support children's next steps. As a result, some activities are not sufficiently challenging for children.

It has the following strengths

- The childminder has a suitable understanding of how to ensure children's safety in the event of any concerns about child protection issues, which ensures that children are appropriately safeguarded in this respect.
- Partnerships with parents and carers are suitably developed to keep them informed about their child's progress.

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 discussed the childminder's understanding of policies and procedures.
- The inspector looked at children's assessment records, planning and other documentation.

Inspector

Justine Ellaway

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged two years in a house in Allenton, Derby. The whole of the ground floor is used for childminding.

The childminder attends a toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 5.30am to 5pm, Monday to Friday, except bank holidays and family holidays. She 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 information is supplied promptly to Ofsted, to allow checks to be undertaken to establish the suitability of adults living on the premises to promote children's safety
- ensure that at least one person who has a current paediatric first aid certificate is present at all times when children are being cared for on the premises or on outings to promote children's good health and well-being in the event of an accident
- ensure that written permission is obtained from the child's parent and/or carer for each medicine before it is administered to ensure children's good health and well-being
- ensure that meals and snacks provided for children are healthy, balanced and nutritious to promote their good health
- develop further the planning of adult-led activities to ensure there is an appropriate balance and that children's learning is maximised by fully supporting all of their next steps.

Inspection judgements

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

Children enjoy their time with the childminder and are comfortable in the environment. The childminder provides reasonably effective support to promote children's learning and development. She is calm and friendly with the children and, as a result, they feel welcome. The childminder is skilled at recording children's achievements to evidence their current stage of development. This enables her to track children's progress and identify where they need support. The planning of activities ensures that there is a suitable range across the seven areas of learning. However, although the childminder provides some adult-led activities, these are not suitably developed to fully support children's learning and development. The frequency of these does not ensure that there is a balance between activities led by children and led by the childminder. Also, while the childminder takes into account some next steps, she does not always take into account all of the next steps to fully support children's development. The childminder has a suitable understanding of the requirements for the progress check at age two.

Children join in enthusiastically with activities and engage in play for long periods of time. A child engages in play with a 'jelly bath' scooping the mixture with a spoon and filling a container, showing confidence and control in their physical skills. The childminder encourages children to explore the jelly and become more comfortable with different textures. She effectively teaches children how to do things, for example, she shows them how to make a sandcastle and shake the jelly through a sieve. As a result, children's physical development is suitably supported. The support to promote children's communication and language is adequate. The childminder sometimes chats to children during play and asks simple questions. Teaching is effective in supporting children's independence and confidence. Children are encouraged to move between the downstairs rooms and the childminder gives reassurance and praise during play. This supports children in developing the skills necessary for future learning. The childminder provide suitable resources, such as, dolls and a role-play house to promote children's imagination. There is a well displayed selection of books and activities such as using chalks to promote their literacy skills.

The childminder gathers relevant information from parents and carers about children's starting points to form her initial assessment. Parents and carers are kept suitably informed about their child's progress. They can see their child's folder at any time and the childminder records information in the daily diary about what children have been doing and any achievements. The childminder encourages parents and carers to share information about their child's learning at home. This promotes consistency of support for children's learning and development.

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

The childminder does not ensure that she is meeting all of the requirements to fully promote children's good health and well-being. On a few occasions, children have been cared for by an assistant who does not have first aid training, specifically for childcare. Furthermore, at the time of the inspection, she was unable to provide evidence that the assistant that she currently works with has a current first aid certificate. The childminder does not consistently gather written consent from parents and carers to administer medicines. This compromises children's safety when they are unwell. The childminder does not ensure that meals provided for children are always healthy, balanced and nutritious. On occasion, the main meal contains only processed foods and does not include a balance of food groups, for example, vegetables or dairy. As a result, although the childminder talks to children about healthy foods, the provision of food does not reinforce these discussions to support children's understanding of a healthy lifestyle.

The childminder gathers suitable information to help children to settle and meet their ongoing needs. She maintains regular communication with parents and carers to ensure that any changes to children's routines are taken into account. As a result, children are comfortable and happy in the environment. The childminder takes children on outings to stay and play sessions locally, so that they are emotionally prepared for their move into other settings. The learning environment is suitably organised and welcoming to children. The effective use of the space gives children plenty of room for floor play. A suitable selection of toys and resources are displayed to encourage children to independently select them. Children's artwork is displayed to promote a sense of belonging and promote their emotional well-being. Children relate well to others as this aspect of teaching is well supported by the childminder. She talks positively about the children to each other and encourages them to play together. If there is an occasional minor disagreement, this is quickly resolved as the childminder effectively teaches children how to share and take turns through clear and firm explanations.

The childminder does not prioritise children's safety in every respect, to ensure that this underpins the support for children to feel safe and secure. However, she is effective in teaching children what is safe behaviour. Children move carefully around the environment, for example, they immediately sit down when they climb onto a chair. The childminder teaches children about road safety when she is out and about with them.

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

The childminder is not meeting some of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Although the childminder has notified the regulator of changes to household members, she has delayed submitting information so that the appropriate checks to establish their suitability can be processed promptly. This potentially compromises children's safety. She does not consistently gather written consent from parents and carers to administer medication. These are breaches of the Early Years Register and of the Childcare Register. Furthermore, meals are not always healthy and nutritious and the childminder does not always ensure that assistants have a suitable first aid certificate, to promote children's good health and well-being. The childminder does have a suitable understanding of issues relating to protecting children

from abuse or neglect. The premises are safe and secure and well maintained so that children can move around safely.

The childminder is not yet fully evaluating her practice to identify areas for improvement. As a result, she has only partly addressed the actions and recommendations from the last inspection. She identifies self-evaluation as an area for improvement for herself, which demonstrates that she understands the usefulness of this. Where she has begun to reflect on her practice she identifies relevant areas for improvement, for example, to provide more adult led activities to support children's next steps and to undertake further training. She is clear on which training courses she wishes to attend, that will benefit the children she currently minds. She encourages feedback from parents and carers and incorporate suggestions where possible. For example, she provides more information in the children's daily diary regarding the activities they have been doing. The monitoring and revision of the educational programmes is adequate. The format of the planning sheets enables the childminder to check that she is providing activities regularly across the seven areas of learning. The organisation of children's development folders enables her to identify where they need support. The childminder has not undertaken any additional training apart from the initial childminding course and as a result, teaching and learning is adequate.

Information shared with parents and carers about the policies and procedures is appropriate, and includes relevant policies and procedures. The use of the daily diary keeps parents and carers informed about what their child has been doing during the day and their care needs. The childminder has a suitable understanding of how to support a child who has a special educational need and/or disability. She establishes useful relationships with other settings that children attend. She shares specific information about the child's learning and development and their next steps, to ensure consistent support is in place. The childminder provides appropriate support for children for whom English is an additional language. She gathers useful information from parents and carers, such as words to help the child to settle.

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 a record is kept of parent/guardian/carer's consent for medicine administered to any child who is cared for on the premises (compulsory part of the Childcare Register)
- ensure that Ofsted is informed of the name, date of birth, address and telephone number of any person aged 16 or over living on the premises (compulsory part of the Childcare Register)

- ensure that a record is kept of parent/guardian/carer's consent for medicine administered to any child who is cared for on the premises (voluntary part of the Childcare Register)
- ensure that Ofsted is informed of the name, date of birth, address and telephone number of any person aged 16 or over living on the 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	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	EY451228
Local authority	Derby, City of
Inspection number	921636
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	22/04/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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