

Inspection date

03/12/2013

Previous inspection date

23/11/2009

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

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 not effectively safeguarded as the childminder does not consistently follow procedures for ensuring that any concerns about children's safety or well-being are referred to the appropriate authority.
- Children's safety is compromised as risk assessments are not robust enough to identify potential safety issues within the home.

It has the following strengths

- Teaching and learning is good. The childminder demonstrates a secure understanding of how children learn and promotes their knowledge through a wide range of well-planned activities. Effective systems for observing children, enable the childminder to keep a sharp focus on their individual learning and to maintain an accurate assessment of their progress.
- Partnerships with parents and others are secure. The childminder liaises effectively with parents to establish a good understanding of the children's needs and capabilities. She shares information about their learning and development well, to enable them to play an active role in their children'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 childminder's lounge, dining room and garden and viewed all areas of her home used for childminding purposes.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of records including children's details, information about children's learning and development, written policies, written risk assessments, accident and medication records, the daily register and a selection of other relevant documentation.
- The inspector took account of the views of parents provided in written references and comments within the childminder's documentation.

Inspector

Lynn Hughes

Full report

Information about the setting

The childminder was registered in 2006. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, of whom two are aged 19 years and one aged 16 years, in a house in the Sible Hedingham area of Halstead, Essex. The ground floor of the property is used for childminding and there is an enclosed garden for outdoor play. The family has two dogs, seven chickens and a rabbit as pets.

The childminder visits the park, shops and local toddler groups on a regular basis. She collects children from local schools and pre-schools. There are currently 15 children on roll, seven of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. She is a member of the Professional Association for Childcare and Early Years and holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- ensure that any concerns about a child's safety or well-being are referred to appropriate agencies who have statutory responsibilities to investigate them without delay
- ensure risk assessments are robust and cover all aspects of safety within the home. For example, review the potential hazard presented by the ironing board, which is propped against a wall, close to an exit which is used on a regular basis to access the outdoor area.

Inspection judgements

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

The childminder demonstrates a good understanding of the seven areas of learning and how children learn. She uses her knowledge to provide children with an interesting range of learning opportunities indoors and outdoors, that challenge and stimulate them. The childminder frequently observes the children in her care and effectively uses her observations to assess children's knowledge. She proficiently identifies their next steps in learning. Individual play plans, enable the childminder to tailor her planning to meet each

child's individual needs. Parents are encouraged to share in their children's learning by reading the daily diaries she completes and contributing to the identification of their next steps in learning. The childminder has an accurate assessment of the children's stages of development, based on her observations.

Children are keen and active. They participate in freely chosen play, as well as some planned, adult-led activities. Children's communication skills are enhanced by the childminder using appropriate questions to extend their thinking. She encourages younger children to repeat words and to name pictures in books. Children are provided with good opportunities to be imaginative, for example, a range of cardboard boxes become houses for the children and for their pet soft play animals. The childminder effectively follows children's interests and enables them to guide their own learning. For example, they choose to play outdoors, where they have access to a range of physical play resources. Their knowledge of caring for animals is enhanced as they collect together left-over food from the childminder's kitchen and feed the chickens.

The childminder provides children with a wide range of activities, which enable them to make good progress in all seven areas of learning. She recognises the skills they require for a successful transition to school, and spends valuable time promoting these skills. For example, she encourages children to learn to be independent, to dress and undress themselves and to put their boots on when playing in the garden. They learn about the importance of listening for the next instruction and learn to take turns in play.

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

Children generally behave in ways which show that they feel safe and secure in the childminder's care. However, the breaches of safety and safeguarding requirements as detailed in the leadership section of this report mean that their sense of security is compromised. This affects the judgement for the contribution of the early years provision to the well-being of children. Children are settled and content in the childminder's care. The

well-considered settling-in procedures she follows, ensure that children have opportunities to form close relationships with the childminder and her family. Children behave well and understand the childminder's rules. For example, they know to wash their hands when they come in from the garden and before they begin eating their lunch. The childminder promotes children's emotional development by speaking to them in a calm and positive manner. She encourages them to develop independence skills, for example, by, making choices over the resources they access each day and by guiding their own play and learning.

Children develop an understanding about foods that are good for them and how to keep healthy, through the childminder's discussions and activities. They remain well-hydrated as the childminder offers regular drinks and reminds them of the importance of drinking plenty of water during the day. Children have some opportunities to learn about keeping safe, through activities and discussions with the childminder. Children enjoy fresh air and exercise daily, when they move confidently between the childminder's home and her

garden. The childminder acknowledges that some children learn better in an outdoor environment and provides opportunities for these children to develop knowledge through outdoor activities.

The childminder prepares children for their next stages of learning through her range of planned and freely chosen play experiences. For example, children have opportunities to develop confidence when meeting new people, as the childminder regularly takes them to toddler groups and sessions at the local children's centre.

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

This inspection was brought forward by Ofsted, following a notification from the childminder of a safeguarding issue. While the childminder has taken some appropriate action, she has not followed correct safeguarding procedures to ensure that children remain well-protected from harm while in her care. This results in, a breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Risk assessments of the premises are conducted, however, they are not robust enough to ensure children remain safe. For example, an ironing board is propped against a wall very close to the exterior door used for children to access the garden. This has the potential to fall on a child. Both issues also result in breaches of the requirements for the compulsory and voluntary parts of the Childcare Register. All adults living on the premises, with exception of one who has just turned 16-years-old, are vetted and proof of their suitability checks are on file. This person is currently in the process of having suitability checked completed.

The childminder has effective systems in place for reviewing and monitoring her educational provision. She considers the individual learning needs of the children in her care and ensures that any gaps in their learning are quickly identified and addressed through appropriate interventions. The childminder reviews her planning in accordance with each child's stage of development. A self-evaluation process enables the childminder to review her provision for children and to evaluate the success of her service. The childminder has attended a wide range of training since her last inspection, including training on safeguarding children. This has resulted in an increase in her childcare knowledge generally and specifically with regards to behaviour management and the revised Early Years Foundation Stage.

Partnerships with parents are strong. The childminder provides parents with clear written and verbal information about her provision. She liaises effectively with them each day, sharing information with parents about their child's day and the range of activities they have participated in. The childminder provides parents with clear summative assessments of their child's progress including the progress check for children aged two. Links with the local schools and other early years settings that children attend are secure, enabling the childminder to complement the learning that takes place in other areas of the children's lives.

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure regular risk assessments are carried out and all necessary measures are taken to minimise risks (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure regular risk assessments are carried out and all necessary measures are taken to minimise 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	EY330637
Local authority	Essex
Inspection number	940598
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	23/11/2009
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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