

<b>Inspection date</b>	07/01/2014
Previous inspection date	12/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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How well the early years provision meets the needs of the range of children who attend		4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder does not sufficiently support children's learning by clearly identifying starting points, or making frequent and accurate observations. This means she is unable to identify the children's next steps in learning.
- The childminder does not plan and provide activities that reflect children's individual learning needs and interests. Therefore she does not help them make progress.
- The childminder does not implement systems for engaging parents and others involved in children's learning. Therefore she does not shape children's learning experiences in order to promote their progress sufficiently.
- The childminder is unable to demonstrate that parents' permission is obtained in writing before administering medication. Therefore she is unable to demonstrate how she promotes children's welfare in this respect.
- The childminder does not provide appropriate contents in the first aid kit. This means children are unable to receive suitable emergency treatment.
- The childminders systems for self-evaluation are not effective enough to identify priorities for improvement. Therefore she is unable to ensure continuous improvement.

### **It has the following strengths**

- The childminder implements good behaviour management strategies that encourage positive behaviour. Children are developing genuine consideration for others.

## 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 children in all inside areas of the setting.  
The inspector sampled a range of available documentation, including medication and accident records, the children's attendance records, and the settings safeguarding and complaints policies and procedures.
- The inspector held ongoing discussions with the childminder instead of a joint observation throughout the inspection, including safeguarding issues.
- The inspector held a discussion with the older child present throughout the inspection.
- The inspector gathered parents' verbal and written views.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her husband, and two children in Portslade, which is in East Sussex. The setting is close to shops, parks and transportation links. The childminder uses the whole of the ground floor of the home for childminding and there is raised decked area and lower garden available for outdoor play. The childminder has two cats as family pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age range and three children in the older age groups.

### What the setting needs to do to improve further

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

- develop the assessment system to clearly identify children's starting points and ensure that observations are frequent and identify children's next steps in learning to build upon their progress
- develop the planning system so that it is effective in meeting children's individual learning needs and interests
- develop strategies for engaging with parents and other settings that children attend to help support children's individual learning and keep parents informed of progress
- demonstrate permission is obtained from parents to administer each medication so that children receive medication safely
- ensure the first aid kit has appropriate contents that enable children to receive appropriate emergency care
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice.

### Inspection judgements

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

The childminder does not have an adequate understanding of how to support children's learning and development as the assessment and planning system that is implemented is extremely weak. Although the childminder regularly identifies what activities children engage in, her observations of exactly what they know, understand and can do and their developmental stage, are only identified twice in a year. In addition to this, she does not identify their starting points or each child's next steps in learning. Consequently, she does not have a clear understanding of each child's needs. This means that the planning of activities and the implementation of these is not informed by assessment. In turn, children are not always challenged effectively and this restricts them in developing to their full potential. This means that children are restricted in acquiring the skills and capacity to develop and be ready for their next stages in learning.

The childminder's systems for involving parents and others in supporting and extending the children's learning are also inadequate. The childminder shows the children's development files to parents on occasions. She also discusses the routines and general care of the children with both parents and staff from other settings when the children are being collected. However, there are no effective systems to encourage parents and staff from other settings to share what they know about the children's learning. In addition, the childminder does not share information on how children's learning can be extended and supported at home or in other settings. This further restricts the childminder in shaping the learning experiences for each child and impacts on each child's learning potential.

The childminder promotes some aspects of children's learning suitably. She works down at the children's level and makes time to respond to individual requests. For example, when older children ask her to read a story, she willingly obliges. As a result, children are motivated to engage in the activities, developing their listening skills and maintaining attention. The childminder promotes communication and language well overall. She uses meaningful questions when discussing and sharing books with older children. With the younger children, the childminder introduces and repeats words. These methods encourage children to develop their vocabulary and communication skills.

Overall, the childminder provides an appropriate range of activities that capture children's interests and hold their attention in all areas of learning. Most children are very confident and explore independently. For example, younger children enjoy independently exploring small role play vehicles and develop physical skills and coordination as they enjoy pushing these across the floor. Older children are motivated and enjoy discussing their favourite stories and listen and focus attentively when they share storybooks with the childminder. Children develop some creative skills. For example, they enjoy creating art work with paints and coloured pencils. They also enjoy first hand experiences of nature by visiting a local farm and through going on walks. This helps them to develop an understanding of the world. Young children also explore wooden blocks and develop both their physical skills and understanding of shape as they start to build towers.

The childminder is not adequately promoting children's well-being, due to breaches of requirements in leadership and management that compromise children's welfare. However, the childminder takes some positive action to contribute effectively to children's health and safety. She has appropriate procedures in place to prevent the spread of infection. For example, good procedures are implemented when changing nappies. She also implements appropriate exclusion periods when children have infectious conditions.

Children are happy and display confidence in talking and playing with the childminder. Older children confidently inform the childminder of their needs to engage in activities. For example, they ask her to help them find a xylophone so they can explore making music. The childminder implements effective strategies to help settle new children in. She encourages parents to participate in settling in visits and finds out about their children's care and individual needs. This enables her to develop a good understanding of children's individual needs or routines and effectively meet these. For example, by allowing them to use their comfort blankets and dummies, children are able to feel safe and secure.

The child-friendly learning environment helps children progress towards the early learning goals. The childminder provides an appropriate range of activities and resources, which are effectively organised on low and attractive storage facilities. This provides good opportunities for children to develop independence and choice making skills, as well as direct their own play. The environment reflects the wider world and is interesting, with lots of children's art work, number and alphabet friezes. This helps promote children's self-esteem as well as aid and consolidate their learning.

Children are encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others. The childminder use good strategies for positive and negative behaviour. In particular, children benefit from the childminder being a good role model. For example, she explains the consequences of actions when children behave inappropriately. With older children, she explains why she is temporarily leaving an activity, making sure she returns as soon as possible. As a result, older children demonstrate good patience and younger children are developing an appropriate understanding of managing their behaviour.

Children are developing some appropriate self-care skills. They learn about some risks and keeping themselves safe as they engage in fire drills. The childminder also discusses dangers and their consequences. Older children are independent in using the toilet and know why they need to wash their hands before their meals and after toileting. Children are developing a good understanding about healthy eating through the childminder discussing what foods they need to eat to help them stay healthy. Younger children are also encouraged to eat the savoury food from their lunch packs first. Consequently, older children know which foods help them to become strong or contribute to helping to decay their teeth. Children develop appropriate understanding of the importance of exercise through participating in physical play in the childminders' garden. Here they have opportunities to develop skills using scooters, wheeled vehicles and a slide.

Children are prepared appropriately for their move on to school so they feel happy and secure. Although parents often visit the school with their children, the childminder makes time to talk to the children about their new school, discussing the exciting experiences

they will encounter. This strategy helps the children to feel confident when they ultimately transfer to school.

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

The childminder does not have an adequate understanding overall of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. There are significant weaknesses in the assessment and planning of activities and in engaging parents and other professionals to be involved in the children's learning. This restricts the children in making sufficient progress in all areas of their learning and development.

The childminder's knowledge and understanding of implementing the safeguarding and welfare requirements is also inadequate. This is because she is in breach of two requirements of the Statutory Framework for the Early Years Foundation Stage, one of which also relates to the Childcare Register. She is not able to demonstrate that she obtains parents' written permission to administer medication. In addition to this, the contents of her first aid kit are not appropriate. Hence, children are not able to receive medication safely or receive appropriate first aid treatment when required. Consequently, children's welfare and well-being cannot be assured.

The childminder has a system in place for the self-evaluation of her provision and practice, but this does not take account of parents' views. In addition, this system is not sufficiently robust to help identify key weaknesses to inform the settings' priorities. The childminder uses some of her findings to set targets for improvement in the outcomes for children. For example, she has successfully increased children's opportunities in developing independence by obtaining and fitting low-level storage furniture. In addition to this, she has developed her understanding of safeguarding children when concerns are raised by attending an additional training course. However, the childminder has failed to identify the weaknesses in supporting children's learning or monitoring children's progress in all areas of learning.

The childminder takes some positive steps to promote the safeguarding of children. She has a sound awareness of procedures to follow when safeguarding concerns are raised with children and adults in the setting. She also conducts daily safety checks of the indoor environment and implements some actions that minimise risks to children. For example, she uses a safety gate to ensure children stay in a designated area and are supervised at all times. She has also fitted cupboard locks on low kitchen cupboards.

The childminder provides some information for parents about the setting, including her policies and procedures. This helps everyone be aware of her responsibilities. However, insufficient information is shared regarding children's learning and development. This in turn limits her planning and restricts the children's progress. Parents say their children are happy in the setting and they think the childminder safeguards children and meets their routines well. They also say children enjoy activities, such as picnics and trips to the park,

and that the child-friendly environment is a strength.

The childminder does not establish effective partnerships with other professionals when children attend other settings. This means that she does not share adequate information about their care and learning so that everyone involved with children can support their individual needs. She does not currently care for children that have any special educational needs and/or disabilities, or English as an additional language. However, through discussion the childminder demonstrates an appropriate understanding of supporting children's individual needs. She is also aware of the importance of supporting bilingual children in the setting. For example, by providing dual language books, accessed from the library. This enhances the care, learning and development for each child and supports their improving outcomes.

### 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 a record is held of parents consent to administer medication (compulsory part of the Childcare Register).
- ensure a record is held of parents consent to administer medication (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

<b>Unique reference number</b>	EY318504
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	847546
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/06/2009
<b>Telephone number</b>	

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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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