

Inspection date	13/11/2013
Previous inspection date	01/06/2009

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		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 has too little understanding of the Statutory framework for the Early Years Foundation Stage resulting in a breach relating to the adult to child ratios. Subsequently, the children's individual care and learning needs are not met.
- The childminder does not share children's achievement and developing skills with parents to support them in developing their children's learning at home. The childminder also does not share sufficient information with other early years providers. As a result, some children are not supported well enough in their learning and development and do not develop the characteristics of effective learners.
- Routine and the space available does not support children's individual needs as the childminder is not able to tailor the daily routines to promote children's emotional well-being due to the number of children being cared for. This means that children do not have the time to reflect on their play and learning. This hinders the progress they make in their learning.

It has the following strengths

- Children play happily together. The childminder joins in their play, supporting some aspects of their language and social skills effectively.
- The childminder protects children as she has effective policies in place to monitor and maintain children's safety and welfare.

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 talked to the children and watched as they played in the lounge and playroom.
- The inspector observed children getting ready to collect children from nursery, return to the childminder's home and have their lunch.
- The inspector talked to the childminder about her understanding of the Statutory framework for the Early Years Foundation Stage.
- The inspector looked at a sample of documents relating to children's progress and for the smooth running of the childminding arrangements.

Inspector

Tina Kelly

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her children aged five and 11 years in Harpenden, Hertfordshire. The whole of the ground floor of the childminder's house is used for childminding purposes and children have use of a playroom. Children do not generally access upstairs as there is a down stairs bathroom. There is an enclosed garden available for outside play. There are no pets.

At the time of inspection there were six children in the early years age group being cared for. There are currently 10 children on roll in the early years age group, the childminder also provides care for four children over five years of age. Children are cared for part-time through the week, before and after school, nursery and pre-school sessions.

The childminder provides care all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a qualified paediatric nurse and a member of 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 you comply with the ratio requirements laid out in the Statutory Framework for the Early Years Foundation stage
- ensure the daily routines support children's individual needs and interests and their development is supported to ensure their emotional well-being is promoted
- improve the two-way flow of information with parents and other providers. Provide parents with a regular summary of their child's development. Use information shared with other providers to inform the summary and to support children's progress and learning.

Inspection judgements

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

The childminder carries out observations, which are recorded in the children's learning journals and scrap books. These show children take part in a wide range of activities in

the home and out in the community. This information is used as the basis for the progress check at age two. A summary of their developing skills and quarterly monitoring sheets enables the childminder to review the children's progress. However, due to the number of children being cared for, this information is not shared consistently with all parents to support them in developing their children's newly acquired skills at home. Parents are not always made fully aware of the next steps that have been planned by the childminder or how their children are progressing at other early years settings.

The childminder provides children with activities, toys and resources, which are linked to their ages and stages of development. She uses the information from parents, recorded on the 'All about me' form completed as the children come into her care, to find out about their individual interests. Children make independent choices about their play. They are confident in sharing their play ideas with the childminder and visitors, such as, the child care inspector. Children chat about the cars and talk about the sirens on the ambulance and police car. The childminder supports their developing language with positive interaction, teaching them new words and phrases to extend their play. However, she is caring for too many children and is unable to provide sufficient individual support to each child to ensure they make good progress towards the early learning goals.

The childminder offers children a range of play experiences, both spontaneous and adult-led. She makes suggestions to the children about how they can extend and develop their play by offering a change of activity, led by her. She asks if they would like to draw with the crayons at the table, with a good selection of colouring pencils and paper. Children are keen to take part, they enjoy using the pens and making lots of marks and patterns. The childminder encourages these early writing skills, making sure children hold the pencils correctly, giving lots of praise and asking some appropriate questions about the colours they have chosen. Photographs in the learning journals show children are learning about the wider world with walks out in the community and visits to museums and parks. Children are gaining some skills and taking a part in a range of activities and events, which supports their learning and prepares them for nursery and school. However, this is hindered by the lack of individual attention and gaps in partnership working between the childminder, parents and other early years settings.

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

Due to the busy daily routines, children are not able to establish strong bonds with the childminder or the other children. The daily routines are not tailored to children's individual care needs as they are led by the timing of collecting children from pre-school, nursery and school. However, the childminder provides some support for the children's personal and social skills and promotes their independence. The 'All about me' form is used to find out about children's interests as they come into her care. The childminder talks to parents and keeps them informed about how she has met the children's care needs. For example, the communication book records sleep patterns, nappy changes, meals and snacks the children have had. The childminder involves the children in finding their coats and gloves that they need to keep warm on the walk to school. They are able to find their coats, put on their shoes and try to put on their gloves. The childminder offers help when needed,

letting the children choose how to do things for themselves. She supports children's independence by asking appropriate questions, extending their understanding of everyday activities. When cars are lost down the side of the chair she asks appropriate questions to make the children think about how they got there and how they are going to reach the toy. Children are keen to make suggestions, reaching and stretching to get the toys. The childminder uses praise to thank the children and asks them to be more careful when playing. Young children have opportunities to move freely around the home and find toys in the playroom.

Children understand what is expected of them as the childminder has a consistent approach to implementing simple rules that keep them safe in the home and out in the community. Children are reminded to take care and be aware of the other children playing nearby, especially when playing on the floor. They are beginning to understand how their actions impacts on their play. When walking out in the community the childminder teaches children about road safety. She ensures they walk sensibly, holding onto the pushchair and taking part in making decisions about their own and the other children's safety. The childminder talks to children about what they would like for their lunch as they walk home from nursery. As they come into the home, they have their hands wiped and sit at the table ready for their lunch. The childminder provides healthy and nutritious snacks and meals. Children watch as the childminder prepares scrambled eggs with ham on toast. She talks to them about what she is doing and they are learning about a healthy lifestyle through every day routines. They eat well, confident in asking for more and talking about the options of yoghurt or fruit for their pudding. The childminder offers a vast range of fruits, including kiwi and pineapple. Children have opportunities to try new foods with lots of encouragement from their childminder.

Children are encouraged to talk about aspects of the wider world and previous events, such as, what they have done at nursery and with their families at the weekend. Children are keen to talk about how they drew elephants at nursery and can clearly retell how they dressed up for Halloween. Children have good language, they are learning to share their experiences with great detail. However, children are not having their emotional well-being supported so they can take part in new experiences with confidence when they transfer to other settings. This is due to the large number of children being cared for at any one time, resulting in, a lack of individual attention.

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

The inspection took place following a complaint that raised concerns about the number of children in the childminder's care and keeping children safe with regard to road safety when near busy roads. The inspection found the childminder was not meeting the adult to child ratios as detailed in the Statutory framework for the Early Years Foundation Stage regulatory requirements. The childminder was found to be in breach of this requirement as she was caring for more than the permitted number of children. The childminder does not have a good enough understanding of the welfare requirements to ensure correct ratios are met at all times. Due to the number of children of various ages, it was found

that there is a significant impact on how the childminder meets the learning needs and welfare of the younger children in her care. However, children are given some protection as the childminder has consistently updated her knowledge of safeguarding through regular training. She uses the Local Safeguarding Children Board code as the basis for her policies and procedures. Effective risk assessments and procedures are in place for the home, garden and for outings to monitor and help maintain children's safety.

The childminder uses the children's centre services to support children and families when needed. She attends training to enable her to develop her professional skills. An evaluation process and the monitoring of children's progress enables the childminder to review her practice and the service she provides for parents. She seeks the views of parents through comments in the communication book and regular discussions about the experiences she provides for the children. However, the childminder has not reviewed her practice sufficiently to confirm that all of the safeguarding, welfare, learning and development requirements are fully met.

The childminder has well-established links with parents. She uses text messages to share information about the planned activities at nursery so parents are aware of the events children have taken part in. The childminder has cared for several families over many years, providing consistent care for brothers and sisters. However, there are gaps in the information relating to children's progress that she shares with parents. The childminder does not work consistently with other early years setting that children attend to support children's continuity of care and learning effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY385370
Local authority	Hertfordshire
Inspection number	942786
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	14
Name of provider	
Date of previous inspection	01/06/2009
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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