

<b>Inspection date</b>	12/12/2013
Previous inspection date	10/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder has failed to consider how children's individual care and learning needs are met, especially when collecting older children from school. Children therefore spend long periods of time in vehicles where they are unable to actively engage in purposeful play experiences that provide challenge and meet their needs.
- Outings are not planned in line with children's individual needs, interests or developmental stages. Teaching is therefore poor as children's learning and development is not promoted through these regular experiences.
- The childminder does not oversee the work of her assistant to ensure she is competent in her role. This results in children's health being compromised as the assistant is failing to follow appropriate hygiene procedures when changing children's nappies.
- The childminder does not conduct regular supervisions and appraisals on all adults working with children. This results in the childminder and the other people working with children not developing their skills through effective support, coaching and training.
- The childminder does not always question children effectively to enable them to extend their language and develop their communication skills.

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

- The childminder works closely with outside agencies, sharing information to keep children safe from harm.

## 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's play inside and outside in the play hut.
  - The inspector conducted a joint observation with the childminder.
  - The inspector spoke with the childminder, the co-childminders, the assistant and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder,
- the co-childminders and the assistants. She also looked at the childminder's records, including observational assessments of children.

## Inspector

Melanie Arnold

## **Full report**

### **Information about the setting**

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered childminder, and two children aged 11 and 12 years in Scotter, Lincolnshire. The childminder also works with another childminder and two different assistants, however, there are only ever three people working together at any one time. All areas of the home and an enclosed garden are used for childminding. The premises are accessible by one step. The family has a dog and three cats.

The childminder operates from 6.30am to 7.30pm Monday to Friday all year round, except for Bank Holidays and family holidays. She also provides overnight care in an emergency. There are currently 12 children on roll, six of whom are within the early years age range.

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

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

- ensure the care of older children does not adversely affect the care and learning of early years children; specifically relating to minimising the amount of time younger children spend in vehicles during the course of the day, especially when older children are being collected from school
- consider the individual needs, interests and stage of development of each child when planning outings, to ensure children are provided with a range of challenging and purposeful experiences which promote all areas of learning
- ensure assistants meet all requirements and are competent in the areas of work they undertake; with specific regard to following procedures to minimise cross-infection to protect children's good health at nappy changing times
- conduct regular supervisions and appraisals on all people working with children so that care and teaching practice is effectively monitored, to ensure that appropriate levels of coaching, support and training are provided to improve all childminders' and assistants' skills and knowledge.

**To further improve the quality of the early years provision the provider should:**

- extend children's language, communication and critical thinking skills by allowing them time to process the question which has been asked and to formulate and respond with their own ideas.

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

Teaching of children is inconsistent, resulting in missed opportunities to promote children's development. Regular outings are undertaken, providing children with the same experience week after week. Children's individual needs, interests and next steps are not taken into consideration when these outings are planned, resulting in poor teaching as there is no purpose to the outing. Early years children are taken on outings with the older children after school and these experiences better accommodate the needs and interests of older children, but do not meet younger children's needs or provide them with valuable learning experiences covering all areas of learning. For example, each week all children, including babies under 12 months, go bowling. While the childminder states this promotes all children's social skills, she has given little consideration to how it promotes the other six areas of learning. Children also go each week to a martial arts session. Again, the childminder has failed to consider how this meets the needs of early years children week

after week, resulting in the experience not being purposeful. The childminder has also undertaken to collect school-age children from lots of different schools. This results in all childminders and the assistant going to several schools to collect these children. Any early years children being cared for are taken on these school runs, resulting in them regularly spending between one and two hours in a motor vehicle. The childminder has failed to consider how this meets younger children's needs and how it promotes their development through interesting, challenging and hands-on learning experiences. The childminder states she completes singing activities, holds discussions with children and allows them out of the vehicle when they arrive at the school as this provides them with opportunities to be physical. There is no consideration given to the differing ages of children being transported at this time or their developmental needs. These experiences therefore provide children with no challenge, hindering their progress and development.

The childminder uses a computerised system to monitor and assess children's progress from their starting points. She also uses this information to identify and plan for children's next steps for learning. However, while she uses this within the home when planning activities to support children's progress, she does not utilise this information to plan outings. This is a clear example of how teaching is inconsistent, which prevents children from making good progress. Parents access any information held on this system about their child's progress and development, providing them with information on their children's achievements. The system also allows them to send information back to the childminder about their child's interests and achievements at home, enabling them to be very much a part of their children's learning. Children enjoy playing with and accessing a developmentally appropriate range of toys and resources when they are cared for in the home. There is also an enclosed play hut outside, providing children with an additional child-friendly play space. The childminder provides children with some appropriate, hands-on learning experiences within the home. For example, children like mixing and making play dough. Babies are included as they have fun banging the rolling pin onto the table, listening to the noise it makes. Older children add the ingredients to make the dough and they have fun mixing this. The childminder continually talks to children as they play, which promotes their confidence to communicate. However, when questioning children she often does not leave them with enough time to reply with their own answer. This results in children's critical thinking skills, communication and language development not always being extended. Babies enjoy playing with the bricks; they observe as the childminder builds the tower and they have fun knocking it down. Older children enjoy drawing with pencils and making marks with a range of tools. This provides them with some key skills needed for school.

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

Children are generally happy and they relate well to the childminder, showing secure emotional attachments. This is because she conducts home visits with children before they start in her care. This helps the childminder to build a link with the family as information is shared and exchanged. She then uses this information to help the child to feel settled and secure in her care. As the childminder works with other childminders and assistants, each child is assigned a key person who works with the child so that they continue to feel emotionally secure. Children are developing their social skills as they enjoy playing

cooperatively with their peers. Behaviour is predominantly good, with children offered regular praise and encouragement to promote their self-esteem.

Children's awareness of health and safety is not always adequately promoted as the childminder is failing to always plan purposeful experiences, especially on outings. Therefore, while the childminder may feel that children benefit from some fresh air and exercise when they are waiting at school, the event is unplanned. Children benefit from the provision of healthy meals and snacks, with clear policies in place to advise parents of what is and is not provided. Children are provided with alternative meals and snacks where possible to ensure their needs are met. While the childminder encourages children to develop appropriate health and hygiene routines, the assistant does not always act as a positive role model to fully support children to learn these skills. Children's awareness of safety is adequately promoted through discussions and positive reinforcement.

The childminder supports children's transition to school by sharing information with their new teacher, which enables the school to continue to support children's development. The childminder helps children to feel emotionally secure and confident, so that they feel ready to move up to school.

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

The childminder has failed to ensure all requirements of the Statutory framework for the Early Years Foundation Stage are met. This results in children's care, learning and development not being adequately promoted. All adults living and working in the home are known to Ofsted and have therefore undergone all relevant suitability checks, which ensures children are cared for by suitable people. However, the childminder is failing to oversee the work of her assistant to ensure she is competent in her role and implements procedures appropriately to protect children's health. For example, although clear nappy change procedures are in place with regard to following hygiene procedures to minimise cross-infection, the assistant is not adhering to these. This results in children's health being compromised. The childminder works with different co-childminders and assistants, which enables her to provide care for more children. She has suitable recruitment and disciplinary procedures in place to ensure children are safeguarded at all times. Children's well-being is maintained because the childminder has a clear awareness of child protection issues and procedures. She also works closely with outside agencies, sharing and exchanging information to fully ensure children are protected from potential harm. Children are also kept safe as they are always supervised, and regular risk assessments are used to identify and minimise potential hazards in all areas. The childminder follows secure procedures when caring for children overnight to ensure their welfare is maintained.

The childminder holds a current paediatric first aid certificate and she also holds an appropriate early years qualification at level 3. This provides her with some necessary skills for childminding. However, children's learning and development is inadequate as teaching is inconsistent. Outings lack purpose and the childminder has failed to consider the negative impact the collection of older children from several different schools has on

younger children's care and learning needs. Children often spend long periods of time in a vehicle when they collect older children from school. They then return to the childminder's home and have a light snack tea and a small play. They are then loaded back into the vehicle as the childminder takes children to different drop-off points where parents collect them from. This means children are back in the vehicle where they are unable to freely access their own play resources and are not provided with active learning experiences which meet their needs or which promote all areas of learning. While the childminder uses her computerised observational assessment system to monitor children's progress, she is not taking all of the above information into account. This results in the educational programmes not being effectively monitored in all areas to ensure improvements to children's learning are made. Self-evaluation is poor as significant weakness within the childminding provision have not been identified for further improvement. The future training needs of the childminder and of the other childminders and assistants have not been fully identified as supervisions and appraisals are inconsistent. This results in coaching, training and support not always being provided to enable people to develop their skills and knowledge and to ensure standards are maintained.

The childminder works in partnership with parents, carers and other providers and outside agencies, sharing appropriate information to safeguard children and support continuity of care and learning for each child. Parents access information on the computerised system about the childminder's provision and about their child's daily care and progress. The childminder also talks to parents when she drops children off. This helps to keep parents up to date with current information.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY364097
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	946696
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/01/2013
<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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