

Inspection date	20/11/2013
Previous inspection date	25/05/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
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 provider has failed to display a current certificate of registration or notify Ofsted of a change in personal circumstances, as required.
- The childminder has not met a significant number of statutory responsibilities. She has not provided a safe environment or sufficiently supported children's learning. This includes keeping a record of accidents, ensuring the premises and garden area is fit for purpose and safe, permission for outings, information about who has parental responsibility and keeping a record of attendance.
- The childminder does not have a secure understanding of where children may need further support or plan for this. She does not observe, assess or plan to support children's individual learning needs.
- The learning environment is cluttered and disorganised, limiting children's choice. Children who do not speak English at home are not encouraged to use their home language and the childminders attitude towards promoting diversity positively is poor.
- Partnerships with parents and others are weak. Parents do not receive information about how learning is delivered, Ofsted's contact details or the procedure to follow if they wish to complain. There is no record of complaints.

It has the following strengths

- The childminder takes the children to a number of community groups, which provides them with opportunities to take part in art and craft activities.

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 main play spaces, including the dining room and lounge.
- The inspector engaged in ongoing discussion with the childminder and sampled policies and other records.
- The inspector sampled a range of documentation, including children's records and suitability checks for adults in the home.
- The inspector discussed the process of self-evaluation, including the ways in which the childminder obtains the views of all the users.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder registered in 1989. She lives in Woodley, near Reading, Berkshire. The whole of the ground floor of her house is used for childminding. The childminder has five pet cats and keeps chickens. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently minds three children in the early years age group for a variety of sessions, as well as five older children after school on a part-time basis. The childminder supports children who use English as an additional language.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

- ensure that the premises, including outdoor spaces, are fit for purpose and clean.
- ensure risk assessments identify aspects of the indoor and outdoor environment, that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

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

- keep a written record of accidents or injuries and first aid treatment
- obtain written parental permission for all children to take part in outings
- ensure effective systems are in place which promote equality of opportunity, so that inappropriate attitudes and practices are challenged and adults provide good role models to encourage children to value diversity and difference and to respect others
- ensure the following information is recorded for each child: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- put in place a procedure for dealing with concerns and complaints from parents and/or carers, and keep a written record of any complaints, and their outcome
- make available to parents and/or carers details about how to contact Ofsted, if they believe the provider is not meeting the legal requirements
- keep parents up-to-date with their child's learning and development, including the range and types of activities and experiences provided, the daily routines of the setting and how parents and carers can share learning at home
- make details of policies and procedures available to parents, including the procedures to be followed if a parent fails to collect a child at the appointed time,

a child goes missing, and the complaints procedure

- obtain and share information regularly with professionals, parents and carers and other early year providers to allow an effective two-way flow of information that informs planning and supports effective teaching
- plan a challenging and enjoyable experience for each child in all areas of learning and development, taking into consideration their individual needs, interests and stages of development
- establish children's starting points when they first attend and carry out ongoing observations and assessments in order to understand children's abilities, interests and learning styles. Shape appropriate learning experiences for each child by reflecting on observations and assessments and planning a mix of adult-led and child-initiated activity
- ensure the current certificate of registration is displayed at the setting and shown to parents and/or carers on request
- support children who speak English as an additional language by giving them opportunities to experience a rich language environment, including opportunities to develop and use their home language in play and learning and to reach a good standard in English language

Inspection judgements

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

Children are not making adequate progress in their learning, overall, because the childminder has a poor regard to promoting good learning outcomes for children. This is because she spends much of the day at community groups. She does not plan or deliver a varied range of activities that build on and or extend children's prior learning. She acknowledges that she has failed to gather information about children's starting points in their learning on entry or observe them in their play. She does not currently identify or plan for their next steps in their learning. She fails to provide parents with any information on how their child is progressing in the seven areas of learning, or the activities on offer. As a result, she is unable to provide good levels of support for children who may need help in their learning. This is because she does not have a secure enough understanding of what support each child requires. The childminder is aware of the requirement to complete assessments of two-year-old children's progress in the prime areas of learning and has supplied two parents with a written report. However, very little else has been implemented to support children's learning, in particular for those children who have identified starting points below those of their peers. As a result, they are not making

enough progress to ensure that the achievement gap is closing. Overall, children's progress is not as good as it should be, given their ages and stages of development.

The disorganised learning environment and the failure of the childminder to challenge or extend the children's learning means that they make limited progress overall. Children demonstrate a general lack of motivation in their play, which can be attributed to weak planning and the childminder's failure to recognise or meet their specific needs. Children occupy themselves in their play with the toys, rather than engaging in well focused and motivating, adult-supported play. In addition, the childminder does not sufficiently adapt activities according to each child's age and stage of development. Therefore, older and younger children involved in one planned play activity are not well enough supported to meet their individual needs. This means that children do not acquire the skills and attitudes necessary to prepare them for their next stage in learning and school. This is particularly the case for those children who speak English as an additional language because the childminder does little to recognise or build on their home languages.

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

Children are generally settled in the childminder's home. They receive adequate levels of support from her because in the home she is on hand to respond to them when they need her help or reassurance. The childminder makes some use of the information that she collects from parents, such as enabling children to sleep at appropriate times in the day. However, she fails to make effective use of information provided such as home language or family background, which does not support children's sense of identity. In addition, on occasions the childminder makes inappropriate reference to the ethnicity of the children in her care, which does not positively promote aspects of diversity within her setting. This attitude does not support or encourage young children to acknowledge difference in a positive or meaningful way.

The childminder has established a routine that includes daily visits to community group in the area. These help children's developing sense of confidence as they meet with other children and engage together in play. The childminder suitably supervises them at these groups and encourages them to try new experiences, such as messy play and music time, to promote their creative skills. In the home environment, the childminder provides children with an adequate range of toys in plastic boxes in the lounge. The range is generally appropriate for the ages she cares for, but the resources are not easily accessible because the learning environment is very cluttered and messy. This limits children's choice and independence. Children behave in a way that is appropriate for their age. They share toys with each other and listen to the childminder as she directs them in their play. The childminder provides some opportunities for children to develop an understanding of healthy lifestyles. For example, they take part in activities at community groups that build on their understanding of healthy eating through activities such as cooking and baking.

Children have opportunities to develop their physical skills as they engage in some physical play when they walk to school or on the occasions when they access nearby parks. However, the garden is not used well enough to support children's learning. Poor planning and adult interactions limit children's learning potential in this outdoor area. In addition, the childminder has not addressed all the safety aspects of the area and does not prepare it for the day, for example, by tidying it and making it accessible before children arrive, so that it can be used effectively to support their learning.

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

This inspection took place following a concern that children were not appropriately supervised when out at community groups or that their care needs dealt with in a timely way, which compromised their well-being. At the inspection, procedures for outings and supervision of children were discussed and the childminder demonstrated that she was meeting the requirements. However, the inspection found that because the childminder has not remained up to date with her statutory responsibilities, she was in breach of a number of legal requirements. In addition, the childminder had failed to inform Ofsted of a change to the adults living on the premises and a change in personal circumstances. It is a requirement to do so, but on this occasion Ofsted does not intend to take further action. In addition, the childminder does not display her current certificate of registration.

Monitoring and self-evaluation procedures overall are weak. The childminder does not evaluate the quality of the service she provides. In particular, she does not assess how she supports children's learning and recognises that she has let her practice slip in the years since her last inspection. As a result, she has failed to maintain the required documentation in order to safeguard the children in her care. She has failed to keep a daily register of children's attendance or a record of any accidents that occur. The childminder does not obtain the required written consent to take children on outings, or information about where and with whom the child lives and their parents' or carers' full names and addresses. She does not have information about any other person who has parental responsibility for the child. These are breaches of legal requirements and mean that the childminder also does not meet the requirements for the Childcare Register. However, the childminder has maintained her first-aid qualification and has attended a range of training, including safeguarding training. She has an adequate understanding of the reporting procedures to follow if she has a concern about a child in her care and is able to discuss a number of her policies and procedures, including her mobile phone and camera policy and how she implements them.

The childminder does not meet her safeguarding responsibilities. She does not provide children with a space to play in that is clean, safe or fit for purpose. Children's safety is compromised because the childminder does not identify risks in the areas of her garden and home that are used by children in their play. The garden area is untidy and has not been made safe for children. For example, the gate to the pond is not secured and the

sandpit is filled with water and left uncovered, which poses a risk. In addition, the home is cluttered and messy. Empty alcohol bottles are left within reach of children in the kitchen, and play spaces are inaccessible owing to piles of clothes and other household items. This means children cannot play safely and may access resources that are not suitable for them to play with.

The childminder's partnerships with parents are friendly, and she keeps them informed of their children's routines through brief daily feedback when they pick up their child. However, she does not routinely provide them with information of how she delivers the Early Years Foundation Stage in her setting or how parents can support their children's learning at home. In addition, she does not provide parents with information on how to contact Ofsted if they wish to raise a concern, or keep a record of concerns raised. Parents have little opportunity to give their views or feedback on the service. This means the childminder is not able to meet children's individual needs or promote continuity in learning between home and the setting. There are ineffective partnerships in place with other settings that children attend. This is because the childminder has not established working relationships which promote continuity of learning and care.

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)
- make the following information available to parents: information about the activities the children will undertake, copies of the written statements of safeguarding procedures and complaints procedures and Ofsted's address (compulsory part of the Childcare Register)
- ensure there is a written statement of procedures in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- keep a written record, for a period of three years, of these complaints including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe

and suitable for that childcare(compulsory part of the Childcare Register)

- ensure that the childcare is accessible and inclusive by not refusing to provide childcare or treat any child less favourably than another child by reason of the child's home language(compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises (compulsory part of the Childcare Register)
- keep the following records: the name, home address and date of birth of each child looked after on the premises; the name, home address and telephone number of a parent/guardian/carer of each child who is looked after; a daily record of the names of the children, their hours of attendance and any accidents which occur on the premises (compulsory part of the Childcare Register)
- make the following information available to parents: Ofsted's address(compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they can (no later than 14 days after the change occurs) (compulsory part of the Childcare Register)
- display the certificate of registration in the premises on which childcare is provided (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)
- make the following information available to parents: information about the activities the children will undertake ,copies of the written statements of safeguarding procedures and complaints procedures and Ofsted's address(voluntary part of the Childcare Register)
- ensure there is a written statement of procedures in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email(voluntary part of the Childcare Register)
- keep a written record, for a period of three years, of these complaints including the outcome of the investigation and the action the provider took in response(voluntary part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare(voluntary part of the Childcare Register)
- ensure that the childcare is accessible and inclusive by not refusing to provide childcare or treat any child less favourably than another child by reason of the child's home language(voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises(voluntary part of the Childcare Register)
- keep the following records: the name, home address and date of birth of each child looked after on the premises; the name, home address and telephone number of a

parent/guardian/carer of each child who is looked after; a daily record of the names of the children, their hours of attendance and any accidents which occur on the premises (voluntary part of the Childcare Register)

- make the following information available to parents: information about the activities the children will undertake; copies of the written statements of safeguarding procedures and complaints procedures (voluntary part of the Childcare Register)
- make the following information available to parents: Ofsted's address (voluntary part of the Childcare Register)
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- display the certificate of registration in the premises on which childcare is provided (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	148251
Local authority	Wokingham
Inspection number	942876
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	25/05/2010
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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