

<b>Inspection date</b>	15/10/2013
Previous inspection date	17/08/2011

<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 does not always ensure she is meeting the adult to child ratio requirements to promote children's safety and well-being.
- The planning, use of observation and assessment information, resources and amount of space available does not ensure that children's learning is appropriately supported to ensure they make suitable progress in the seven areas of learning and enjoy free movement.
- Insufficient attention is given to sharing information with parents and carers and other appropriate agencies, to ensure that children receive the support they need.
- The childminder does not use consistent or appropriate methods to manage children's behaviour to support them in understanding right and wrong.
- The childminder is not maintaining all of the required information. She does not record children's hours of attendance, and has not ensured that all adults working on the premises have undergone suitable checks to ensure children are safeguarded.

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

- The childminder gathers suitable information from parents and carers about children's routines and follows these during the day.
- The childminder has a suitable understanding of procedures in relation to child protection to safeguard children.

## 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 compulsory part 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 lounge and kitchen.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of documentation which included safeguarding and complaints, children's learning records, the childminder's self-evaluation and a range of other documentation.

## Inspector

Justine Ellaway

## **Full Report**

### **Information about the setting**

The childminder was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and three children, one aged 11 and two aged 13 years in a house in Long Eaton. The whole of the ground floor, along with a first floor bedroom and the rear garden are used for childminding. The family has three dogs.

The childminder attends stay and play sessions in the community. She collects children from the local school. The childminder regularly works with another childminder from her house.

There are currently 11 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

### **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 indoor space requirements are met to promote children's enjoyment and free movement

ensure that the equipment is organised to meet the needs of the children, so that children have appropriate access to suitable toys and resources to support their learning and development

ensure that an appropriate behaviour management policy is implemented and that expert advice is accessed if necessary to manage children's behaviour and support children in understanding right and wrong

ensure that a daily record of the names of the children being cared for on the premises and their hours of attendance is maintained to safeguard children.

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

- ensure that when working alone or with another childminder, each childminder is only responsible for a maximum of three young children to promote children's safety and well-being
- ensure that information is supplied to Ofsted, relating to people who work on the premises, to enable appropriate checks to be undertaken before they work unsupervised with children to ensure children's safety
- observe children to understand their level of achievement, interests and learning styles to support their learning and development
- plan a challenging and enjoyable experience for each child in all of the areas of learning and development to support their progress towards the early learning goals
- ensure that parents and/or carers are kept up to date with their child's progress and development to promote consistency of support
- ensure that any learning and development needs are addressed in partnership with parents and/or carers, and any relevant professionals to enable appropriate support for children.

## Inspection judgements

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

The childminder does not demonstrate a suitable understanding of how to implement the learning and development requirements of the Early Years Foundation Stage. As a result, children make inadequate progress towards the early learning goals. Planning does not provide a suitable balance of adult-led and child-initiated activities. Children are usually offered child-initiated play, where they are expected to choose what toys and resources they play with. However, in practice this is ineffective. There are insufficient toys and resources so, for example, where children play with a pushchair there are no other toys available, such as dolls or teddies. Also, the toys and resources are not always age appropriate for all children, which means that on occasion, younger children have very little to play with. Furthermore, there is a significant lack of space, which means that children are unable to lay out their toys without constant interruptions or even sit comfortably. Children usually attempt to play, but quickly withdraw and sit and watch as it becomes impossible to continue.

Where adult-led play is provided, this is ineffective in ensuring all children are included and that engagement or learning is appropriately supported for each child's stage of development. The childminder gets out the threading toys and shows enthusiasm as she tries to engage the children. Initially children are enthusiastic, as they crowd around, partly because there is little else for them to do. However, no consideration is given to what the very young children will do and they are left to wander around. Older children quickly become disinterested due to the lack of purposeful interaction. The childminder effectively shows children how to thread and on one occasion asks children about the colours of the equipment. However, no further discussion or questioning take place. Insufficient consideration is given to the range of activities to ensure that the seven areas of learning are appropriately covered. The childminder takes the children to stay-and-play sessions regularly within the community. However, her planning of activities when at home does not provide a suitable variety. As a result, there are infrequent opportunities to engage in play and learning around expressive arts and design, understanding the world and mathematics. Children's large physical development is hampered by the lack of space indoors and the infrequent use of the outdoor space.

The childminder is observing and assessing children's learning and development. She has recently amended the way she does this, so that the information helps her to identify each child's next stages of learning. However, in practice this is ineffective. It does not reflect what children can do, or evidence that they are making progress across the seven areas of learning. Where the childminder identifies a particular next stage of learning, she is not effectively supporting the child to make progress through either child-initiated or adult-led play. Furthermore, the childminder is not proactive or consistent, in discussing children's progress, where there are particular support needs, with parents and carers.

Children demonstrate that they understand instructions, for example, they get their own changing bag when asked. Suitable support encourages children to develop independence

when they use the toilet. Lots of praise and encouragement, when potty training, promote their self-esteem and perseverance. Children understand the routine for snack and are comfortable to get into the high chair and harness without any fuss and wait patiently while snack is served. They feed themselves well, making very little mess and making their preferences known about their favourite fruit. Children are not well supported to develop their communication skills, as there is very little discussion during play. Where children are learning new words, this is not well considered so that consistent support is given, focusing on a small range of words first. This affects support for children in their readiness for school.

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

The childminder does not effectively organise staff so that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. She regularly works with another childminder at her premises. At the start of the inspection, the childminder was not on the premises and the co-childminder was responsible for the care of six children within the early years age range. This does not ensure that children's safety is effectively promoted.

The organisation of the space and resources does not promote children's enjoyment and support their learning and development. The provider is not meeting the space requirements of the Early Years Foundation Stage and this has a significant impact on children's ability to move around, to play with toys and resources, and to be able to sit comfortably and without interruption. During the inspection, children were confined to a very small space and, as a result, they continually trip over each other. There is at times a hectic atmosphere within the room, as children try to move around, or clamber over toys that are on the floor. The childminder has a suitable range of toys and resources, including those that support children's understanding of diversity. However, the organisation of these does not promote children's independence or enjoyment. They are neatly stored in drawers, but very few are brought out during play and children are not encouraged to access them independently. The childminder's well-maintained and child-friendly garden is not in use sufficiently to give children suitable opportunities to enjoy fresh air and exercise and develop their physical skills.

The childminder does not use suitable methods to manage children's behaviour. Some children are extremely patient, and at times passive, and will sit on the perimeter of the room and watch what others are doing. They struggle to gain any attention and do not receive any praise or encouragement for their good behaviour. When children display inappropriate behaviour, this is not suitably managed and sometimes affects others. The childminder is inconsistent in how she handles behaviour and, as a result, children sometimes repeat the unwanted behaviour continually. This does not help children to understand right and wrong and even younger children display frustration in response to the behaviour of others. The childminder is not proactive in seeking external support or guidance where she recognises that behaviour is particularly challenging. As a result, children's needs are not suitably met.

The childminder's minded children are comfortable with the childminder and reasonably

comfortable in the environment. They sit on her knee during play and cuddle her when they are tired or upset. The childminder gathers relevant information from parents and carers about children's routines so that she can meet these during the day. However, the childminder has recently started working with a different co-childminder and her minded children and this is unsettling some of the children. Insufficient consideration is given to supporting this so that children feel comfortable as changes occur.

The childminder is reasonably effective in organising mealtimes so that they are quickly set up and children eat at the same time, without any unnecessary waiting. Children enjoy healthy options, such as fruit at snack time. However children's understanding of being healthy is not well promoted. They have insufficient opportunities to play outdoors and enjoy fresh air and exercise and develop their large physical skills. Although the childminder ensures that children wipe their hands and face after meals, she does not always explain why to support their understanding of good hygiene practice. Although the childminder gives suitable examples of how she supports children's understanding of staying safe when they are out and about, she does not demonstrate she is consistent in supporting this when in the home. For example, when a child kneels on a chair, they are asked not to do this; however, the childminder does not explain why it is unsafe.

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

The childminder is in breach of many of the safeguarding and welfare requirements of the Early Years Foundation Stage. At the start of the inspection, the childminder was not on the premises and six children within the early years age range were being cared for by the co-childminder. Furthermore, the childminder and her co-childminder are caring for more children within the early years age range than the requirements allow. Although the childminder notifies the regulator of adults that work on the premises, she does not ensure that all checks are completed to establish their suitability to work with children. In this instance, the risk to children is minimised as the childminder is aware that the adult has a Disclosure and Barring Service check with another agency. The childminder is not meeting the space requirements and this affects children's ability to move around safely. The childminder is not maintaining a record of children's hours of attendance. This was an action at the last inspection, which has not been addressed. These breaches of requirements compromise children's safety and well-being.

The childminder is not effectively reviewing her practice to ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. She has begun to reflect on her practice and identify some areas for improvement. However, these are not relevant at this time when the weaknesses identified at inspection are inhibiting children's ability to learn and develop. Furthermore, she has only suitably addressed two of the six actions and recommendations raised at the last inspection. As well as the record of children's hours of attendance, the childminder has failed to sufficiently update her written safeguarding policy to meet the requirements of the Childcare Register. Planning and assessment have not been improved sufficiently to make any positive impact on children's learning and development. The monitoring of children's progress, and interventions to ensure appropriate support, is ineffective. Where the childminder identifies that a child has

a significant or complex support need that is not within her skill set, she is not proactive in being clear with parents and carers about her concerns or seeking appropriate support and guidance from external agencies.

The childminder's understanding of safeguarding in relation to child protection is suitable. She can describe a suitable range of signs or indicators of abuse and neglect. She is able to explain appropriately what she would do if she had any concerns about a child in her care. She can also explain who she needs to notify in the event of an allegation against herself or another adult on the premises. She implements a suitable procedure to restrict the use of cameras on the premises to promote children's safety. The childminder provides brief but relevant information about children's routines during the day, for example, sleep times, nappy changes and food provided. The childminder suitably minimises the risk of cross infection by ensuring she cleans the table used for meals before and after use. A recently installed fence and gate minimises the potential for children to be able to leave the premises unsupervised.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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 (compulsory part of the Childcare Register)
- implement effective systems to ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register).



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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>	EY418948
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	914778
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/08/2011
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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