

Inspection date	13/11/2013
Previous inspection date	15/05/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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 routinely leaves sleeping children locked in a vehicle parked outside her home. Although she checks children regularly, she is not ensuring that they are within her sight or hearing at all times, which puts them at increased risk of harm.
- The childminder has not taken full account of Ofsted guidance when considering exceptions to adult to child ratios. She does not meet the exceptions criteria and is routinely caring for more children than legal requirements allow.
- The childminder is not rigorous in assessing risks to children on the premises, which increases the risk of accidents and incidents.
- The childminder is not taking appropriate steps to fully support children who speak English as an additional language as she does not promote their home languages in her setting.

It has the following strengths

- The childminder has good relationships with children and their parents.
- The childminder provides an inviting learning environment, particularly indoors.
- The childminder plans some stimulating activities that encourage children to explore.

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 and care routines during a morning session.
- The inspector talked to the childminder at appropriate times throughout the inspection.
- The inspector talked to parents as they collected and dropped off their children.
- The inspector sampled a small range of documentation, including assessment records and the childminder's qualifications.

Inspector

Gill Little

Full report

Information about the setting

The childminder registered in 2011. She lives in the Tuffley area of Gloucester with her adult son and two younger children. The childminder uses the ground floor of the property for childminding. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and is caring for four children in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register and is caring for one older child. The childminder supports children learning English as an additional language. She offers care on a daily basis, before and after school, and during school holidays. She walks to the local school and other early years facilities to take and collect children.

What the setting needs to do to improve further

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

- ensure that children are usually within sight and hearing, and always within sight or hearing, with particular reference to ensuring that children are not left to sleep unsupervised in a vehicle
- maintain appropriate adult to child ratios at all times and ensure that any exceptions are only made in line with Ofsted guidance
- ensure that the risk assessment process is effective, with particular regard to: the use of the trampoline in the garden; security at the front door; minimising any hazards accessible to children
- take appropriate steps to promote children's home languages in order to promote the language development of children who speak English as an additional language

Inspection judgements

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

The childminder provides an inviting learning environment for young children, particularly indoors. There is a good range of resources in low-level storage. Resources are easily accessible, encouraging children to explore. Children settle quickly on arrival and engage in discussion with the childminder. The childminder talks to children routinely and with enthusiasm, narrating their play, asking questions and interpreting their responses. This approach has a positive impact on children, helping them to develop their communication

and language skills. However, the childminder is not actively promoting the use of children's home languages in her setting. She talks to parents about their preferences regarding the languages their children use but does not help them to understand the importance of developing home languages alongside English. Although children do sometimes speak in their home language, the childminder does not promote this effectively.

The childminder plans some interesting activities that engage children well and encourage them to explore. She introduces lots of new vocabulary, such as, 'cold', 'fizzy' and 'sprinkle', to promote children's communication. Children enjoy mixing and scooping up different textures, such as rice, pasta, paint and glitter, which helps to develop coordination and creativity skills. The childminder recognises children's interests and follows these appropriately. When children show an interest in the inspector's clipboard, the childminder finds a book for them to lean on, some paper and a pen for them to make their own marks, suitably promoting their early literacy skills. The childminder encourages children to learn about number through everyday activities, such as counting while setting out bowls on the table or while playing a card game. While the childminder supports children well at times, this approach is not always consistent as she is sometimes distracted. Overall, children are developing the basic skills they need for their next stages of learning.

The childminder shows a suitable understanding of children's starting points, their progress and next steps in learning. She has recently implemented an online system for recording these details. However, she is struggling to manage this and finds it difficult to retrieve information. Previous paperwork shows that she is able to maintain appropriate procedures for tracking children's progress and planning their next steps in learning. She is considering reverting back to paper records to help her manage this process more effectively, showing how she reflects on her practice to keep improving.

The childminder fosters good relationships with parents who are able to access their children's records at any time through the online system. Parents state that their children are progressing well and enjoy attending the setting.

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

The childminder is not taking appropriate steps to promote children's safety and well-being effectively. She routinely leaves sleeping children locked in her car, parked outside her home, as she does not wish to wake them up. She has verbal permission from parents for this and checks children regularly but is unable to see or hear them from the house. She has not considered the potential risks to children from her lack of supervision. In addition, the childminder is not rigorous in assessing risks on the premises. Although children can access outdoor play regularly, the childminder does not always ensure that safety procedures in the garden are effective. She allows three very young children to bounce on the trampoline in the garden at the same time without considering the possibility of injuries that could result from this. This approach does little to help children learn about managing their own safety. The childminder does not always remember to

follow her own policy to lock her front door to ensure that children cannot leave the premises unsupervised. She is aware that broken items can cause injury but does not take effective steps to ensure that these are out of children's reach. Her lack of attention to potential risks increases the possibility of accidents and incidents to children.

The childminder has positive relationships with children who settle quickly in her care. Children who are shy when they first start in the setting develop confidence over time as they play with other children and attend local children's groups. The childminder has a warm and friendly nature, which benefits the children who play well together. The childminder supports children to share resources and to be kind to each other. This approach helps children to develop appropriate social skills ready for their next stages in learning.

Children learn about healthy foods as the childminder provides them with nutritious snacks, such as cheese and ham. She also encourages children to wash their hands before eating to help them learn about good hygiene practices.

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

The inspection took place following a notification to Ofsted from an external agency. Concerns were raised about the childminder leaving sleeping children in a locked car. Evidence gathered at the inspection found that the childminder does not take sufficient steps to identify and reduce risks to children, which puts them at risk of harm. The childminder is not fully supporting children learning English as an additional language. Furthermore, it became apparent during the inspection process that the childminder is routinely caring for too many early years children on at least one day each week. The childminder was unable to demonstrate that she meets Ofsted criteria when considering exceptions to the adult child ratio. In conclusion, the childminder does not demonstrate a sufficient understanding of her responsibility to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register. The childminder is required to take action to improve her practice.

The childminder demonstrates a suitable awareness of possible symptoms in children at risk of harm from others. She knows what to do if she has such concerns and is aware of the importance of keeping records.

The childminder has sufficient procedures in place to monitor children's progress although she is not able to easily retrieve information stored on computer systems. She is familiar with children's abilities and their progress to date. She is able to demonstrate that she plans suitable activities relevant to their next steps in learning.

Since the last inspection, the childminder has made some improvements to partnership working and to the learning environment indoors; she is now considering making improvements in the garden. She takes account of the views of parents and children

through discussion and questionnaires. Parents are complimentary about the service she provides. The childminder is proactive in promoting partnerships with other settings that children attend. She now visits potential settings with parents and children to offer her support and advice. She has appropriate links in place with the local school and pre-school to promote continuity in children's care and learning.

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:

- take all necessary measures to minimise any identified risks to children (compulsory part of the Childcare Register).
- take all necessary measures to minimise any identified risks to children (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	EY436104
Local authority	Gloucestershire
Inspection number	942642
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	15/05/2013
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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