

<b>Inspection date</b>	28/11/2013
Previous inspection date	04/02/2010

<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**

- Children's health and safety is at risk because the provider does not take effective action to minimise potential hazards in the home and some hygiene practices are poor.
- The childminder does not keep the required records, which breaches several legal requirements and puts children's safety at risk.
- The childminder has a poor understanding of the Statutory Framework for the Early Years Foundation Stage. As a result, children's learning and welfare is compromised.
- Children's next steps in learning are not understood by the childminder. She does not monitor their developmental progress or plan activities to build effectively on what children already know and can do. This means the progress children make is limited.
- The childminder has poor systems of self-evaluation, which means that ineffective processes are in place for future improvements.

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

- Children settle well with the childminder and show they are comfortable in her care.
- Children have daily opportunities for outside play.

## 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 and the childminder throughout the inspection.
- The inspector discussed childcare practice with the childminder.
- The inspector sampled documents including children's details and policies.
- The inspector took account of the views of a parent spoken to on the day.

## Inspector

Karen Prager

## **Full report**

### **Information about the setting**

The childminder has been registered since 1982. She lives with her adult daughter in Malmesbury, Wiltshire in a home that is easily accessible at street level. Minded children have access to the whole of the ground floor. The first floor is only used for toileting. There is a fully enclosed garden available for outside play. The childminder has three cats and two dogs.

The childminder is registered on the Early Years Register and is currently caring for three early years children; all attend on a part time basis. The childminder is also registered on the voluntary and compulsory parts of the Childcare Register and cares for five older age children. The childminder takes and collects children from the local school.

### **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:

improve children's safety by assessing and minimising all risks to children; this relates especially to making sure children are not left unattended when feeding with a bottle, and ensuring young children are not at risk from falling downstairs

improve the standard of hygiene in the home; this relates specifically to making sure the floor is kept clean to enable children to play freely without risk to their health.

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

- maintain an accurate record of the hours of children's attendance
- record and keep the following information for each child cared for: 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.
- obtain written parental permission to take children on outings
- consider each child's needs and interests and use this information to plan age-appropriate activities in all areas of their learning and development
- improve knowledge of the learning and development requirements for the Early Years Foundation Stage to provide challenging and enjoyable experiences for all children across all areas of learning and development
- ensure that regular assessment is used to identify children's current stages of learning and development, and use this information to guide children's development through planned, purposeful play
- develop a secure system for monitoring and evaluating all aspects of the provision to identify any weaknesses to foster a culture of continuous improvement to promote the interests of children

## Inspection judgements

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

The childminder does not have a sufficient understanding of the learning and development requirements of the Early Years Foundation Stage. Although, she makes some observations of children, these are not sufficiently assessed or used to inform planning. As a result, the activities do not effectively match children's learning needs or interests. For example, a card making activity does little to engage their interest or develop their skills in using scissors. Although the childminder uses the activity to talk about the colours the children see, she does not match the activity to their interests or give them a choice in the activity. Children spend much of their time in free, unguided play. However, the poor access to resources limits the children's opportunities for exploring and active learning. Therefore, children are not well prepared for school, as they do not develop the skills, which characterise effective learning.

The childminder gathers some basic information from parents during settling-in visits to support children's transition into the childminder's home. For example, the childminder asks about children's likes and dislikes and their dietary requirements. This means that she is able to meet children's basic care needs. However, she does not gain information about children's developmental starting points and capabilities, so she is not always able to build on what children already know and can do. In addition, the childminder has limited knowledge of the progress made by children during their time in her care.

The childminder provides some toys for children, for example by finding a rattle for a baby. Children press buttons on electronic toys and respond by moving their body to music. The childminder settles with the children on the settee to look at a book and they talk about what they see in the pictures. She plans some sticking activities and children cut out pictures that they glue onto a card with support from the childminder. However, such activities do not motivate or inspire children's interest. The childminder talks to children as they play with the dolls, and they start to learn about number as they line them up along the floor. Although the children appear settled in her care, there is inadequate support for their learning.

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

The childminder does not securely promote the health and safety of the children. She has not adequately assessed the safety risks within her home, or minimised hazards to allow children to move freely and play safely. For example, the floor is not kept clean to enable children to play safely and they play on top of the cat's bedding. In addition, the childminder does not consider the risks of leaving a young baby unattended with a bottle when they are feeding. The childminder takes some steps to teach young children not to

climb the stairs; however as she does not have stair gates in position, young children do so before she is able to stop them, which puts their safety at risk.

Daily discussions ensure that parents are fully informed of the daily routine and activities children have participated in. Children are settled in the childminder's care as she provides a warm and welcoming environment. She has clearly developed good relationships with the children. This is evident as they run eagerly into her home and approach her easily. This provides a suitable starting point for them to be emotionally prepared for a future change to another setting or to school.

The childminder gets some toys out for the children; however, choice about what they play with is limited. This is because toys are mostly stored out of sight in large boxes in the kitchen, and children spend most of their time in the lounge. This means that children have little opportunity to develop their own interests and make their own choices in play. Children receive some supervision as they wash their hands. However, the children select the family towel to dry their hands which does not promote good hygiene. The children sit and eat their lunch, provided by their parents, at the table each day. This helps them to learn some routines. However, the childminder does not use this as a time for learning. For example, she does not talk to them about what they are eating, or help them to open their lunch box and serve themselves.

Children generally behave well; they listen to and follow instructions given by the childminder. However, they become restless because they have limited resources to play with. The childminder teaches children about keeping safe when they visit the local park and they learn to stay close to her when they are walking along the pavement. They are kept safe in the car, as the childminder provides them with suitable car seats. Children benefit from daily outings to the local park where they climb and balance on the equipment. They play with the football together developing stamina as they run around, and cooperate as they share the ball between each other.

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

The childminder has insufficient knowledge and understanding of how to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. This has resulted in weak practice and a failure to meet some of the requirements of the Early Years Register and the Childcare Register. The childminder has been made aware in the past that she has overlooked some aspects of keeping children safe, of promoting their hygiene and of maintaining the required paperwork. However, she has not taken sufficient steps to ensure improvements have been maintained. The childminder does not keep accurate records. For example, the record of children's hours of attendance is not in place and she does not have the required personal details for all children who attend. This means she may not be able to address their needs in an emergency. In addition, the home is not kept sufficiently clean and risks are not

sufficiently identified and minimised. The childminder does not consider the risks of leaving young babies unattended when bottle feeding.

In addition, the childminder is not fully aware or confident in her role and responsibilities with regard to implementing the learning and development requirements. She does not use observations and assessments to help plan suitable activities to enable children to learn and develop. This means that the childminder does not plan effectively to meet children's individual learning needs. In addition, while children enjoy the toys and resources provided, the learning activities offered do not cover all the areas of learning. This means that children's learning is not effectively promoted.

The childminder has taken some steps to improve her practice and sought support from a local authority development worker. However, she has failed to identify weaknesses, to ensure that she can focus improvements on the areas that will bring about the most benefits to the children in her care. As a result, procedures to monitor and evaluate the provision are currently ineffective to promote a culture of continuous improvement. This means that the childminder continues to be in breach of some requirements that have a significant impact on the care, learning and development of children. She does not have the necessary underpinning knowledge of the current legal framework.

The childminder has attended safeguarding training and can correctly say what she would do if she was concerned about the welfare of a child in her care. She has a clear policy for safeguarding children, including the use of mobile phones and cameras, and the storage of photographs. Partnerships with parents are generally positive. The childminder talks to parents about what their child has been doing during the day. Parents say they are happy with the care provided and their child looks forward to attending. The childminder is aware of the importance of sharing information about children's development with others who care for the children. Parents keep the childminder informed about their children's development at the pre-school. The childminder meets children's social and emotional needs, however, she has insufficient information to make sure that what she provides complements the education and care the child receives in other settings.

### 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 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 a daily record of the names of the children looked after on the premises and their hours of attendance (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

<b>Unique reference number</b>	161771
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	942113
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/02/2010
<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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