

Inspection date	28/10/2013
Previous inspection date	22/04/2010

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 is caring for more children than she is registered for, which is a breach in her conditions of registration. Supervision of children is not sufficient, which means their safety and welfare is not guaranteed.
- The childminder is in breach of a legal requirement because information relating to significant incidents is not maintained or shared with Ofsted to ensure the safe and efficient management of the setting.
- Not all required documentation and policies are in place. Information regarding who has parental responsibility of each child is not known, there is no procedure in place for the use of mobile phones and cameras in the setting, and no procedure should an allegation be made against a member of the household. Therefore, children are not safeguarded.
- The complaints policy does not include the correct contact details of the regulator, nor does it include the address should a parent wish to contact them at any time.
- Ineffective monitoring and self-evaluation mean that insufficient progress has been made since the last inspection. There is no identification of areas for development in order to ensure that children's care and learning needs are met.

It has the following strengths

- A gradual settling-in period is agreed with parents for each child, enabling them to feel secure in the childminder's care. Children access resources that support their learning.

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 the children involved in their chosen activities.
- The inspector looked at a selection of policies, procedures, risk assessments and children's learning journals.
- The inspector observed activities in the playroom.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Tracey Boland

Full Report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Bar Hill, Cambridgeshire. The whole ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. The family has a pet dog and two guinea pigs.

The childminder takes and collects children from local schools and pre-schools. There are currently 12 children on roll, all of whom attend on a part-time basis. The childminder operates Monday to Friday all year round, except for Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- ensure the appropriate use of mobile phones and cameras in the setting is included in the procedure to safeguard children, and that this can be clearly explained to parents
- ensure the safeguarding procedure includes an explanation of the action to be taken in the event of an allegation being made against a member of the family
- maintain records and share information with the regulator to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met
- ensure that children are adequately supervised at all times so their safety is not compromised
- ensure information is obtained from parents and carers regarding who has parental responsibility for each child
- make available to parents details of how to contact the regulator, if they believe the provider is not meeting the Early Years Foundation Stage requirements
- ensure that child ratios are met at all times.

Inspection judgements

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

The childminder has a knowledge and understanding of the learning and development requirements. During children's initial contact with her, parents are asked to share information about their children's starting points, interests and individual needs, most of which is recorded. The childminder completes observations of the children while they play and takes photographs of them that reflect the activities they enjoy. Information gained from observations is used to plan for children's individual learning, helping them to progress. Parents are involved in their child's learning through daily discussions with the childminder. They can view their child's learning journals at any time, enabling them to look at ways of enhancing their child's learning at home.

Children enjoy helping themselves to a variety of toys and resources that support their play and learning. The childminder provides an appropriately organised environment where resources are stored at a level to enable children to access them freely. Younger children help themselves from low-level boxes, and older children reach games from higher shelves. Children learn about diversity and the wider world through resources that reflect positive images of people from different cultural backgrounds, dual-language books and taking part in the celebration of cultural events during the year. They also have opportunities to try foods from different countries, broadening their tastes.

Children interact well with the childminder, who shows an interest in their play. They actively seek her support, for example, when getting into their Halloween costumes and when struggling to operate a child's video camera. The childminder promotes children's communication and language satisfactorily. Young children begin to explore new vocabulary because the childminder talks with them. They are encouraged to recall past events, and photographs show them involved in a variety of activities. This helps children to develop growing language skills and become confident communicators. They use a variety of pens and pencils to make marks, and become familiar with letters as they use magnetic letters to form words and practise letter sounds. They access a variety of books which they read alone or with the childminder, joining in with familiar texts in their favourite stories. Therefore, they begin to understand that print carries meaning.

Children enjoy playing outdoors using wheeled toys and equipment and balls, and develop their control and coordination when using the slide and the equipment at the park. Children are developing skills in the use of technology, and confidently press buttons and turn on battery operated toys appropriately, gaining a response, for example, flashing lights, music and sounds. These skills help to prepare children for the next stage of their learning and moving on to school.

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

The childminder does not give sufficient priority to children's well-being and safety. There are times when she cares for more children than her conditions of registration allow, and

this potentially impacts on all aspects of children's care. In addition, children are not always carefully supervised, particularly when being collected from school, and the childminder's knowledge of safeguarding procedures is insufficient to ensure she can act appropriately to protect children. As a result, children develop a false sense of safety and security because there are inadequate steps taken to protect important aspects of their welfare. Nevertheless, children appear happy and settled in the childminder's care. She spends time obtaining appropriate information from parents about their child's likes, dislikes and individual routines, which are incorporated into their day. This helps children feel valued and included.

Some aspects of children's care are sound. The playroom is suitably well organised, enabling children to move freely and select toys they wish to play with, therefore gaining independence. For example, they self-select electronic toys, dressing up clothes and the train track. Children learn appropriate behaviour as there are clear and consistent house rules in place and the childminder acts as a good role model. Children receive praise and encouragement, which builds their self-esteem, helping them to feel good about themselves and what they do.

Parents provide healthy packed lunches and snacks that cater for their child's individual dietary needs and preferences. The childminder supports them appropriately, especially the younger children, as they develop the skills to feed themselves. Children learn about appropriate hygiene routines as they follow clear routines for washing and wiping their hands, and children's personal care needs are met appropriately and their comfort maintained through the clear nappy changing routines that are in place. Children become familiar with the transitions to other settings as they accompany the childminder in taking other children to pre-school and school settings. This builds children's awareness of where their next step in learning will take place.

Children gain an awareness of safety because the childminder reinforces appropriate routines with regard to stranger danger and not touching dogs when out. They also practise the fire drill so they are aware of what to do in an emergency. As a result, children develop their understanding of keeping themselves safe. Children enjoy outdoor play, which effectively promotes their physical development. They have plenty of fresh air and begin to develop their large muscle skills as they climb on the apparatus, gaining confidence, and control and coordination are encouraged as they steer wheeled toys and equipment.

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

The childminder is not effective in ensuring that all the legal requirements of the Statutory framework for the Early Years Foundation Stage are met. In addition, some requirements for the voluntary and compulsory parts of the Childcare Register are not met. This inspection was carried out following concerns raised relating to the number of children cared for by the childminder and the lack of supervision of children when out. The inspection found that the childminder is aware that she is caring for too many children. In addition, procedures for ensuring children are supervised at all times are not secure and

do not ensure that children remain safe. For example, very young children are not supervised appropriately and there are no secure steps in place to ensure they do not wander out of the view of the childminder. The childminder has also failed to inform the regulator of significant incidents relating to the supervision of the children. Therefore, an offence has occurred because the childminder is putting children at risk of harm by not meeting legal requirements to inform Ofsted of significant events that have happened when caring for children.

Most required information is gained from parents, however, the childminder is not aware of who has parental responsibility for each child. This means their well-being is not safeguarded. The childminder understands the indicator signs of abuse and neglect, and is conversant with the relevant Local Safeguarding Children Broad procedures should she have concerns about a child in her care. However, parents are not provided with the correct contact details for Ofsted if they wish to raise a concern regarding the childminder. In addition, the safeguarding policy and procedure does not include the procedure to follow in the event of an allegation being made against members of the family or the safe and appropriate use of mobile phones and cameras within the setting. Therefore, children are not safeguarded. The childminder carries out written risk assessments to make sure children can move freely and safely within her home and garden. All adults in the household have been vetted and undertaken suitability checks, ensuring they are safe to be in the proximity of children.

The childminder has a satisfactory understanding of the learning and development requirements and she generally monitors the educational programmes sufficiently. However, she does not use self-evaluation to assess and evaluate all aspects of her practice or to ensure she fulfils her responsibility to meet all the legal requirements of the Statutory framework of the Early Years Foundation Stage so that children always receive appropriate levels of care. Although this was raised at the last inspection, the childminder has not taken any action to reflect on the service she provides and to seek the views of the children and parents who attend. As a result, she has not identified that her knowledge of the safeguarding and welfare requirements is not secure.

The childminder has sound partnerships with parents and spends time at the start and end of the day discussing their child's needs and keeping them informed of their child's routines. Partnerships have developed between the childminder and other early years providers, sharing information and completing joint observations periodically to promote continuity of care and learning. The childminder organises her home to enable children free space to play and explore. She provides appropriate activities that take account of children's interests and looks at how she can develop the learning opportunities to enable children to progress.

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:

- make Ofsted's address available to parents (compulsory part of the Childcare Register)
- make Ofsted's address available to parents (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	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

Unique reference number	222004
Local authority	Cambridgeshire
Inspection number	940388
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	22/04/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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