

Inspection date

23/01/2014

Previous inspection date

18/02/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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 does not meet a number of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This includes keeping accurate registers of children's attendance.
- Children's safety and welfare is not safeguarded because the premises are not secure, risk assessments are not completed to minimise hazards to children and hygiene procedures are not sufficiently robust.
- Poor organisation of space means children are unable to move freely and safely to enjoy a wide range of freely chosen activities.
- Information obtained from children's assessments is not being used effectively to provide sufficiently challenging activities, which help children make good progress in their learning and development.

It has the following strengths

- Parents speak highly of the childminder's reliability, care and concern, which means children feel secure and settle well.
- The childminder has a suitable understanding of the learning and development requirements, which means that children making steady progress in their learning and are gaining sufficient skills to prepare them for school.

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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked the suitability of the childminder and the premises, children's access to resources, information from previous inspections and how improvements have been completed.
- The inspector examined required records and documentation, such as, registers, checked children's development files and took account of the views of parents spoken to at the inspection.
- The inspector observed children taking part in activities, having lunch and conducted a joint observation of an activity with the childminder.

Inspector

Angela Hufton

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Ordsall area of Retford, Nottinghamshire. All ground floor areas of the home are used for childminding, with bathroom facilities located on the first floor. There is an enclosed rear garden for outdoor play. The family has a pet dog.

She provides care all year round from 7.30am to 6pm. The childminder currently looks after three children, all in the early years age range. She is a member of the Professional Association for Childcare and Early Years and holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- improve recording of children's attendance to ensure this is an accurate, daily register of their hours of care
- ensure the premises are safe and suitable with particular regard to ensuring the home is secure and that the home and equipment are clean
- ensure hazards are identified and risks to children minimised through effective risk assessment of the premises both indoors and outside, including the garden and for outings
- ensure space and resources within the home are organised to allow children safe and free access to a wide range of activities
- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

Inspection judgements

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

The childminder understands that children learn through play and has some knowledge of individual children's interests. She has an overall suitable understanding of the learning and development requirements, which results in children making steady progress in their learning. Overall, they are gaining sufficient skills to prepare them for school when the time comes. The childminder undertakes observations and assessments of the children in her care, however, these are not sufficiently regular or precise. This means that planning for the seven areas of learning lacks sufficient challenge. While a range of activities are provided that suitably engage children, teaching is variable and does not fully enhance children's development. The childminder has developed positive relationships with parents and provides information verbally about what children have been doing during their day, on their collection. This is supplemented with a daily diary and some written records to support parents in sharing information about their child's care.

The childminder has formed positive relationships with the children in her care and has some understanding of what they enjoy doing. For example, young children's enjoyment of technology is acknowledged through the provision of a range of mobile phones and calculators. This is extended through providing a computer keyboard. Children are suitably supported in the acquisition of communication and language because the childminder talks to the children as they play and sings songs with them. This also supports their learning of numbers as they sing 'One, two, buckle my shoe.' Children have access to a small selection of toys and equipment that the childminder provides in suitable storage boxes and on shelving. The lack of free access to a wide range of age-appropriate resources means children have limited opportunities to initiate their own play. Their learning is further limited as the organisation of space in the childminder's home means children cannot move freely and link different resources and activities to extend their learning.

Children have some opportunities to learn about the wider world and nature because the childminder regularly takes them out into the community. For example, they attend local toddler groups, walk to and from school and visit the park. Children have opportunities for creative activities, such as, colouring, drawing and sticking. They make masks and enjoy dressing up with these. A current topic around winter helps children learn about different animals, such as, polar bears and children enjoy adding their creative ideas to a winter display. This supports their self-esteem and shows their efforts are valued.

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

Children are not kept sufficiently safe in the childminder's home. The premises are not kept secure and hazards in the home and garden are not identified for their risk to children. This means preventative steps are not taken to minimise these risks. For example, kitchen drawers are not closed to prevent children banging their heads and space is not well organised for children to move freely and safely. For example, as children are reading books and place these on the floor at the side of them, another child accidentally stands on the book due to the limited space. Consequently, children are at risk of slipping and/or tripping over other children and their toys. Children are beginning to learn some aspects of how to keep themselves safe as they are reminded to sit still and be careful whilst eating. Fire practices are regularly completed to help children understand how to evacuate the

premises in the event of an emergency.

Arrangements for personal hygiene are not sufficiently effective. The childminder is not vigilant in her own practice to ensure the premises are clean. Therefore, children are not acquiring good habits through consistent routines. The table is not cleaned between meals and food residue on the table, chairs and floor is not immediately cleaned up. This means that children's health is potentially compromised. Children's hands are wiped before meals and acceptable nappy changing routines are followed to help limit the risk of cross-infection. The childminder provides some snacks for the children, such as, fruit and biscuits. She works closely with parents to ensure children's meals are appropriate. Children benefit from regular outings to local parks where they enjoy playing on the swings and slides. This supports their physical development and understanding about exercise for their health. Children explore the community and develop relationships outside the childminder's home as they visit different toddler and childminding groups. The childminder provides children with resources and activities to help them learn about others and challenge inappropriate attitudes. This means that children are learning how to value and respect others.

Children have developed secure attachments with the childminder and are confident to turn to her for comfort and reassurance when needed. Children are familiar with the daily routines and the childminder works very closely with parents to aid children settling into the provision. For example, she finds out about children's comforters and their need for dummies. Parents speak positively of the childminder's reliability and care and how they feel part of her family. The childminder acknowledges children's positive behaviour and uses appropriate methods to help children learn to take turns. They listen to each other and the childminder and are developing an awareness of the needs of others. The childminder promotes children's self-esteem and confidence with her consistent use of praise and encouragement so that they know their actions have been acknowledged. This provides them with some skills that will support them when they move on to pre-school or school.

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

The childminder does not comply with all the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The childminder attends some training to improve her understanding of protecting children in the event of allegations of abuse and mandatory training is updated for first aid. Despite a recommendation being raised at the last inspection about self-evaluation, monitoring of her own practice has not been sufficiently developed, in order to identify strengths and weaknesses within her setting to improve the care and learning offered to children. This means that several legal requirements are not met and this also applies to the Childcare Register.

The childminder's knowledge of safeguarding in the event of child protection concerns is suitable. She understands potential signs of child abuse and that she must report

concerns. The childminder has a written policy to guide her practice, including the procedures to follow in the event of an allegation being made against the childminder or her provision. The childminder has not completed an effective risk assessment of her home or garden and hazards are not identified to minimise the risk to children. For example, the front door is not kept locked. This means that intruders can enter the premises or children may leave unsupervised. She understands it is her responsibility to supervise children at all times, both within and outside of the home. However, risk assessments of outings are not completed. The childminder has a register to record children's exact times of attendance, however, this is not accurately maintained and is a breach of requirements.

The childminder demonstrates a commitment to provide a caring and homely environment for children. She has developed positive relationships with parents and provides them with daily verbal feedback about what children have been doing during their day and their general care. The childminder also shares some information to help keep parents up-to-date with their child's learning progress. She is satisfactorily aware of the need to work in partnership with other providers if she cares for children attending other early years provisions.

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:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment to ensure that all necessary measures are taken to minimise any identified risks (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	252184
Local authority	Nottinghamshire
Inspection number	818418
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	18/02/2010
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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