

<b>Inspection date</b>	27/01/2014
Previous inspection date	02/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
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 has not met a number of statutory responsibilities to promote safe practices and safeguard children. These include the failure to keep accurate daily attendance records and maintaining effective systems to ensure the suitability of regular visitors to the premises. This does not support children's safety or well-being.
- The childminder has failed to effectively review risk assessments and to ensure children's safety in relation to them being cared for by an assistant. This includes the failure to obtain permission for leaving an assistant in sole charge and ensuring the safety of children on outings so that children are not left unattended in a car. These weaknesses place children at risk.
- The childminder does not use observations and assessments effectively. This means the childminder does not make the best use of resources and space, both in and outdoors, to provide good challenging learning experiences for all children.

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

- The childminder takes the children to a number of community groups and they enjoy trips out to the local parks.
- Children enjoy the childminders' company.
- The childminder welcomes all families into this flexible setting.

## 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 spent time observing the childminder with the children in the main play room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's records, a selection of policies and suitability checks for adults in the home.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.

## Inspector

Anneliese Fox-Jones

## Full report

### Information about the setting

The childminder registered in 1999. She lives in Abingdon with her adult and teenage daughters. The whole ground floor of the childminder's house is used for childminding, together with a first-floor bathroom. There is an enclosed garden available for outdoor play. Access to the provision includes two steps to the front door. The family has three dogs. The childminder offers care on a daily basis and drives to two local schools to collect children. There are currently four children attending who are in the early years age range. She is also registered on the compulsory part and the voluntary part of the Childcare Register.

### What the setting needs to do to improve further

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

- identify the steps to be taken to remove, minimise and manage those risks and hazards while children are on outings
- ensure there are clear and well understood procedures for assessing any risks to children's health and safety, and review risk assessments regularly and take action to minimise risks to children's health and safety
- improve systems to ensure that any other person who is likely to have regular contact with children are suitable
- keep a written daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person
- observe children to understand their level of achievement, interests and learning styles and provide an appropriate range of resources, in order to shape learning experiences for each child, reflecting those observations through planned, purposeful play and through a mix of adult-led and child-initiated activity
- obtain parents permission to leave children with an assistant, including for very short periods of time.

### Inspection judgements

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

Children are happy and familiar in the childminder's care. The childminder is committed to developing her knowledge and understanding of the learning and development requirements. However, she has yet to monitor and track children's progress and identify the next steps in their learning. Therefore, valuable opportunities to build on and extend children's prior learning through appropriate modelling are missed. The childminder understands that this system will enable her to effectively plan a range of activities to promote challenging outcomes for the children in her care. She acknowledges that she has let her practice lapse. The childminder is aware of the requirement to complete progress assessments for those children aged two years old, in the most important areas of learning. She is beginning to implement a draft summary of children's achievements. These records are shared with parents to identify basic future learning aims.

Children engage in some enjoyable experiences. There is an adequate balance of activities where children enjoy exploring fuzzy felt, matching games or interactive toys, for example. However, on the day of the inspection, younger children sat for much of the morning in front of the television before attending pre-school, as the television is predominantly on in the background. The childminder at times engages positively with children and follows children's choices of play. Children generally have suitable access to toys, activities and resources that help them prepare for the next stage in their learning. The childminder generally supports the promotion of children's communication and language skills. She talks to younger children calmly and responds well to their attempts to vocalise, repeating many simple phrases.

Many opportunities exist for children to be physically active on a daily basis as they walk to local parks to develop their coordination and muscle control. A broad range of outings support children's knowledge and understanding of the world, for example, attending community events and library groups. Children have frequent opportunities to make and colour and the childminder supports their creativeness well as they explore runny cornflour or create pictures using tissue paper during Chinese new year celebration activities. Children use their imagination as they delight in acting out familiar scenarios with the pretend kitchen equipment. Children develop simple mathematical concepts through activities, which involve shape, numbers and problem solving. For example, they match different shapes in various puzzles and count together. The childminder provides support and praise to confirm children's achievements. Children experience activities which promote basic skills across the areas of learning. Overall, children are developing some positive skills which help to promote adequate foundations to support their future learning.

The childminder talks to parents to find out basic information about the children, which helps her to provide consistent care. She provides parents with feedback about their children through discussions and regularly shares pictures of the children during their play.

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

Children appear settled and at ease in this homely environment. They come into the setting happy and greet the childminder with confidence. Children have access to the

lounge which is sufficiently resourced and an outdoor area that allows them space to run and explore. Resources in the main playroom are stored appropriately and mostly presented at children's height. The childminder promotes inclusion through activities and play. A range of resources reflects diversity and equality to enable children to develop respect for themselves and the wider community. The childminder boosts children's self-esteem as she provides appropriate praise, which develops their sense of security.

Children's knowledge and understanding of safety issues is generally promoted through practical examples that are incorporated into their daily routines. For example, they have a growing understanding of how to keep themselves safe as they are encouraged not to throw toys or to climb on the furniture. Children play generally well together and begin to learn about sharing. The childminder manages children's behaviour appropriately. Children develop social skills as they mix with many other children.

Children are beginning to learn about the benefits of exercise as they play outside and develop an understanding of healthy lifestyles. For example, the childminder supports children's physical development, as they frequently use the local parks to walk the dogs and to exercise in the fresh air. The childminder supports children's self-care skills through daily routines. Children are protected from germs as they use anti-bacterial gel prior to eating and this minimises the risk of infection. The childminder offers children fruit or dry snacks; however, they are mainly offered food from their own lunchboxes when they are hungry. Children can access drinks throughout the day. There are satisfactory procedures in place for the administration of medication and the treatment of accidents. However, children's safety is compromised as there are occasions when children are left unsupervised in a vehicle. This does not help children feel safe and affects their emotional well-being and ongoing safety. Nonetheless, there are some opportunities for children to learn about staying safe. For example, the childminder promotes children's awareness of personal safety through practical experiences and discussions, such as road safety.

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

This inspection was brought forward as a result of information received by Ofsted that related to how the childminder manages children's safety. At the inspection it was found that the childminder has sufficient safeguarding procedures in place but she does not ensure that these are understood and implemented by other adults working with children, so that children's welfare is safeguarded. This particularly refers to a young child being left unattended in the childminder's assistant's car while collecting an older child from school. In addition, because the childminder has not remained up to date with her statutory responsibilities, she was found to be in breach of a number of legal requirements. This means the childminder has failed to meet many of the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, the childminder has failed to safeguard children or sufficiently promote their learning.

There are some inconsistencies in safety arrangements, as suitable daily checks are not successfully conducted on the premises to promote children's safety so that all potential

hazards are minimised. This particularly refers to accessible dangerous items in the main play area, where children are playing and a large glass frame is tilted against the wall that poses as a hazard. This means the childminder is not effectively carrying out robust risk assessments. The childminder has failed to notify Ofsted of another adult on the premises, who is present when children are attending and maintain an accurate daily record of children's attendance and the hours they are cared for. This means children's welfare cannot be assured. The childminder has not obtained parents permission to leave children with an assistant. These are breaches of legal requirements, and this also means the requirements of the Childcare Register are not fully met. Despite this, the childminder takes necessary steps to ensure she safeguards children. For example, she has a satisfactory understanding of what to look for and how to proceed if she was worried about a child's welfare.

The childminder interacts positively, using routine activities to encourage children's participation and conversation, as well as offering praise for their efforts. However, there are inconsistencies in meeting the learning and development requirements as the childminder is less confident in observing and planning for children's next stages of learning. Systems for monitoring and evaluating practice have not been kept up to date. As a result, the childminder is unable to demonstrate what progress children are making. Nonetheless, the childminder understands the need to evaluate her practice. She is committed to working in partnership with her other settings that children attend and raising standards in the setting. She is receptive to making future improvements.

The childminder values working in partnership with parents and provides them with flexible childminding arrangements. The childminder generally shares verbal information with parents daily when they collect their children and most written consents are in place.

### 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 parents have given their consent for their child to be left with a childminding assistant (compulsory part of the Childcare Register)
- ensure that any person is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises

(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 (compulsory part of the Childcare Register)
- ensure parents have given their consent for their child to be left with a childminding assistant (voluntary part of the Childcare Register)
- ensure that any person is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises (voluntary 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>	134536
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	945109
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/03/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

