

Inspection date	13/11/2013
Previous inspection date	02/10/2009

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		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 does not have a sufficient understanding of the statutory requirements for safeguarding children, which means children are not fully protected and at risk of harm.
- The childminder has not kept documentation to track accidents or injuries to children in her care. Therefore, children's health and welfare is compromised.
- The childminder is not effectively developing her provision of activities for children, which cover all areas of learning, support their home languages and include working with other professionals. As a result, children are not prepared for school sufficiently.
- The childminder has not considered her professional development, self-evaluation and how she might review and develop her practice. This results in her failing to sufficiently meet children's needs.

It has the following strengths

- The childminder has developed strong emotional bonds with the children who attend, which helps them to feel secure in her care.
- The childminder provides visits and outings to local interests to extend children's learning about the community in which they live.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took into account the views of children.
- The inspector viewed all documents and policies.
- The inspector observed activities with children.

Inspector

Rachel Southern

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband in Brighton, East Sussex. The ground floor of the childminder's house and a first floor bathroom are used for childminding. There is a fully enclosed rear garden for outside play. The family has two dogs and the setting is close to shops, parks and transportation links. The childminder is currently minding five children in this age group. She also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects and takes children to local schools.

What the setting needs to do to improve further

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

- ensure all health and safety procedures are implemented, particularly those for recording, reporting and dealing with accidents.
- develop and implement a safeguarding procedure to safeguard children that meets with current requirements.
- attend training to understand the safeguarding policy and procedures, and develop an up-to-date knowledge of safeguarding issues.
- ensure written records are kept of accidents or injuries and first aid.
- consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- develop systems for evaluating the quality of provision and promoting continuous improvement by identifying strengths and areas for development that will improve the quality of provision for children

To further improve the quality of the early years provision the provider should:

- improve collaboration with the children's nursery and school, ensuring clear lines of communication so that children's progress and wellbeing can be accurately tracked across all settings they attend
- plan activities and opportunities to support the home languages of the children who attend.

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

The childminder's provision of educational programmes is inadequate. Activities do not provide enough depth to challenge the children in the childminders care. As a result, children lack opportunities to progress in all areas of learning. The childminder is currently developing her understanding of the different areas of learning so that she can promote children's learning effectively and consistently. However, this is not yet happening in practice. The childminder makes appropriate observations of the children at play, which

are a positive basis for developing consistent planning. However, she has not considered children's starting points when joining her setting. As a result, the childminder is unable to make accurate assessments of children's progress or plan well for their future development. The childminder has not sufficiently considered the needs of children who are learning English as an additional language. She does not provide examples or resources that reflect children's home cultures or languages, to help these children to value their heritage.

The childminder provides some opportunities for developing children's early reading. For example, children have a small selection of books to choose from at story time. However, this provides limited opportunities for developing literacy skills. Consequently, children do not progress in this area as quickly as they might. The childminder speaks constantly to children throughout the day repeating words and gently correcting the children when needed. The childminder reads books to children, particularly selected because they have been practicing using words that start with different letters and sounds. She reminds the children of branches and talks about an event the previous week when they looked at trees and branches, this allows the children to make connections between spoken words, written words and events in their lives. As a result, their reading and vocabulary are adequately developed. The childminder has not yet developed activities to teach children skills in mathematics. Numeracy is used minimally during the day. For example, the childminder encourages children to count items in and out of boxes, or talk about the shapes in a picture. However, the childminder does not extend this to provide children with focused examples of number, symbol and shape during their play. As a result, children do not progress their skills in mathematics sufficiently well.

Opportunities for children's physical development are insufficient. There is a garden which has restricted access for children. The childminder plans visits to the local park once a week. This prevents children in developing skills such as balancing and coordination, and limits their opportunities to exert energy in the outdoors. However, there are adequate resources for children to play with to enable them to develop their imaginations. The childminder has provided a playhouse for the children, which contains different role play and dressing up materials, including those of doctors, police, firemen, ballerinas and construction workers. This is a favourite of the children on the day of inspection, and they spend a large percentage of their time acting out hospital scenarios together. Children play together quietly, talking about what they are doing and acting out the different identities. This provides an adequate example for children to learn about different job roles and the world around them. Children however, are happy and settled in the childminder's care, showing that they feel emotionally secure.

The childminders strategies for engaging with parents about their child's learning and development are weak and focused too much on care practices. As a result, parents do not know what their child is learning.

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

The childminder has formed secure bonds with the children in her care. However, she does not have sufficient knowledge to ensure that children are kept safeguarded. She is unclear about safeguarding procedures. In addition, she does not keep records of children's accidents, which is a breach of a legal requirement. She does not follow her own policy regarding children's accidents. As a result, children's safety and well-being is compromised.

Children's behaviour is managed by the childminder adequately. She teaches them what is acceptable. For example, the childminder will praise children for being polite to each other, or encourage children to collaborate in a task. She reminds children not to jump on her furniture and they respond appropriately. Consequently, children are comfortable in each other's company and play together happily.

The childminder's home environment is welcoming. All play equipment and the childminder's own home furniture is safe and clean. However, the childminder's resources for play are uninspiring and insufficient. This limits children's opportunity to explore new ideas. The childminder does not teach children well enough about what makes up a healthy lifestyle. For example, at snack times, the childminder talks to children about the different foods in their lunchboxes but does not discuss the benefits of eating healthy food. Children have some opportunities to develop their physical development skills but these are limited. The childminder has irregular outings to the local park. As a result, children have very few opportunities to take part in physical activities and think about keeping healthy.

The childminder regularly visits to the local primary school to collect children. This provides unplanned opportunities for younger children in the childminder's care to play together with older school aged children. As a result, children are prepared suitably for a new school environment.

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

The childminder has little understanding of the learning and development requirements. This has resulted in breaches, which have an impact on children's ability to make progress. The childminder's monitoring of educational programmes is weak. The childminder has been ineffective in overseeing her practice and self evaluation. The childminder has attended appropriate training and qualifications. However, she has not considered her future training needs, which has had an impact on her professional development and ability to expand and improve her practice.

The childminder lacks procedures for accidents or injuries. This reflects her poor understanding of the welfare requirements. Consequently, the childminder is not able to act appropriately to keep children safe. The childminder has little understanding of the safeguarding and welfare requirements. This has resulted in breaches of legal requirements both of the Early Years Register and the Childcare Register.

The childminders links with parents are adequate. The childminder has regular verbal contact with parents and grandparents of children who attend her setting. However, the childminders communication with other settings such as the local school, or nursery who are involved in supporting children's care and education is not strong enough. Therefore, she is unable to ensure that she identifies and meets children's individual needs.

The childminders partnerships with external agencies, such as health visitors or members of social services are weak. The childminder has little understanding of the importance of securing contact with other professionals. As a result, children and families may not receive appropriate support, guidance or interventions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a record is kept of all accidents which occur and retain these records for a period of two years (compulsory part of the Childcare Register)
- ensure a record is kept of all accidents which occur and retain these records for a period of two years (voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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	EY393032
Local authority	Brighton & Hove
Inspection number	816010
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	02/10/2009
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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