

Inspection date	03/02/2014
Previous inspection date	18/02/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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 lacks a secure understanding of the importance of notifying relevant agencies of changes to the household members living and working on the premises or any significant event which is likely to affect the suitability of the early years provider. As a result, the safeguarding of children is inadequate.
- Children's safety is compromised because the childminder does not have a secure understanding of the procedures regarding the use of a mobile phones and cameras in the setting.
- The childminder has significant gaps in her understanding of the learning and development requirements to ensure that she has the necessary information to enable her to extend and challenge children in their learning and development, so that they make good progress.

It has the following strengths

- Partnerships with parents work well. This is because the childminder keeps parents informed of activities the children have participated in and is flexible with parent's needs.

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 throughout the inspection within various rooms of the childminder's home.
- The inspector sampled a selection of documentation, including a first aid certificate, car details, written safeguarding and complaints policies and procedures and other required records.
- The inspector took account of the views of parents as previously discussed with the childminder.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 1984 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in the Mansfield Woodhouse area of Mansfield, north Nottinghamshire. The whole of the ground floor, the bathroom on the first floor and rear garden are used for childminding. The family has a pet dog. There were no children present at the time of the inspection.

The childminder attends a toy library and resource centre with children as well as visiting the shops and park on a regular basis. She takes and collects children from the local schools. There are currently seven children on roll, of whom two are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except 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 that appropriate agencies are informed of any changes to the household members living and working on the premises and any significant events which are likely to affect the suitability of the early years provider
- foster a culture of continuous improvement to obtain a clear view of what needs to be done to develop and to bring about improvements for children
- reflect on the different ways that children learn, and understand how to implement the characteristics of effective teaching and learning in practice so that children are best supported to make good progress towards the early learning goals
- improve knowledge and understanding of safeguarding procedures regarding the use of mobile phones and cameras in the setting.

Inspection judgements

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

Children are not sufficiently supported to enhance and extend their learning and development by building on what they already know and can do. This is because the childminder has significant gaps in her understanding of the learning and development requirements. The childminder is not familiar with the seven areas of learning and as a

result, is not clear about how to track and monitor children's progress effectively. Although the childminder describes the children she knows well enough, she is not clear about how and where she is supporting children in their next steps of their learning. The childminder is also not familiar with useful written guidance, such as Early Years Outcomes which can be used to help inform understanding of child development through the early years.

The childminder demonstrated through discussion that she does ask the children what they would like to play with, such as board games, to help them with their mathematical skills as well as learning to share and take turns. The childminder uses photographs to demonstrate children's enjoyment while having access to creative art work activities. They colour in masks of a horse and make a Chinese dragon to acknowledge Chinese New Year. They also enjoy trying new foods by eating sweet and sour chicken with noodles. This helps children enhance their knowledge of other cultures and religions and to freely express themselves during their art activity. The childminder talks to parents about how their child has been and what they have played. This helps parents keep up-to-date with how their child is enjoying their time with the childminder and what their interests are. The childminder also talks to parents about what they can do to continue to help children learn at home. Children's learning is complemented enough because the childminder, through discussion, demonstrates that she talks to the teachers about what the children have been doing at school and then provides further activities to continue children's learning while in her care. Furthermore, the childminder understands the importance of preparing children for their next stage of learning. She does this by helping children in their personal, social and emotional development and by encouraging children to be independent. For example, she helps children learn to sit crossed legged, enhance their listening skills as well as take turns and share. She also provides activities to enhance children's literacy skills by helping them to draw and write their own names and find letters and words in board games.

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

Due to the childminder's lack of understanding of key aspects of safeguarding practice, this compromises children's well-being. However, the childminder demonstrates through discussion that she promotes children's understanding of their own safety and health. For example, she helps children learn about keeping safe because she talks to the children about in-car and road safety when travelling between the home and school. Furthermore, the childminder helps children learn about keeping healthy because when they walk to and from school they are exercising. She also helps children remember the importance of washing their hands before eating, after using the toilet and touching the dog, to stop germs from spreading. She also removes dog faeces from the garden before children attend. The childminder provides a suitable range of toys, which are age appropriate for the children she currently minds. These are presented on the floor in boxes or on low-level shelving, which helps children access them by themselves. The childminder knows the children she cares for and provides appropriate meals according to their individual needs and diets as discussed and agreed with parents.

Children are supported appropriately during their transitional times, such as moving on to school because the childminder demonstrates her sufficient knowledge and understanding

of how to reassure children. She talks with the parents and the teachers so that everyone involved with the child is able to support them. The childminder demonstrates her knowledge of the children she minds by describing them with individuality, warmth and sensitivity. She respects their individual needs and values the secure attachments she has with them because they have been in her care for a number of years, which offers them continuity. The childminder understands the benefits of being positive in her approach to managing a range of children's behaviour. Appropriate strategies, which are consistently used, help children learn about what is acceptable and also promotes their self-esteem. For example, the childminder says that she praises children on the smallest of achievement by using positive words, such as 'Well done'.

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

The childminder has too little understanding of the learning and development requirements. This is because she lacks secure knowledge and understanding of the characteristics of effective teaching and learning. As a result, children's learning and development is hindered. She does not have a secure understanding of the seven areas of learning, impacting on supporting children to enhance their all-round development. For example, the childminder, when describing using scissors during an art activity, struggles to link it to the physical and literacy areas of learning to support children's small muscle control development and hand writing skills. The childminder has a clearly written safeguarding policy which is shared with parents when their child first starts. The childminder is confident to deal with any concerns regarding a child in her care and where to report these concerns to. However, children's safety is compromised because the childminder does not have a secure understanding of the procedures regarding the use of a mobile phones and cameras in the setting. Furthermore, she has failed to inform the appropriate agencies of any changes to the household members living and working on the premises and significant events with regards to her health, that may affect the childminder's suitability. These are both requirements of the Statutory framework for the Early Years Foundation Stage. This also means that legal requirements for both parts of the Childcare Register are not met. The childminder undertakes visual checks of all areas where children play and anything that they may come in to contact with to ensure these are safe, suitable and secure. For example, she ensures that doors are locked preventing uninvited visitors entry and that children are unable to leave the home without adult supervision. The childminder states that she supervises children closely and they are never left with anyone who is not vetted.

An adequate range of written policies, procedures and records generally underpins the running of the service that the childminder promotes. The partnership with parents works suitably. The childminder offers flexible care supporting the changing needs of the parents. She involves parents from the start, gathering some useful information about their child's level of development and their overall needs. Parents are kept up to date regarding their child's daily events, and what they have been playing with, through discussion. The childminder is aware to link with other professionals, such as teachers, to support children through various new challenges in their lives, such as moving on to school or consulting with parents and professionals when summarising children's progress

at age two.

The childminder talks to the children about what they have played with and also assesses how well the children have enjoyed activities. She does speak with parents but discussion is limited regarding parents thoughts and suggestions for making improvements. Overall, she does not take sufficient action to make continuous improvement to benefit children. The childminder has however, addressed the previous actions to ensure children's immediate health is not compromised because she has completed training to obtain a paediatric first aid certificate. She has also implemented appropriate food hygiene procedures to ensure children's health is promoted when providing, storing and cooking food. Furthermore, the childminder ensures children are safe in the home, garden and when on outings because she undertakes suitable risk assessments to minimise hazards to them. A complaints procedure is in place and shared with parents should they have any concerns or issues they may wish to raise with the childminder. This helps parents understand the process and who else they would need to contact for support.

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 Ofsted are informed of any significant event which is likely to affect the suitability of any person caring for children on the premises (compulsory part of the Childcare Register)
- ensure Ofsted are informed of any changes of any person aged 16 years or over working or living on the premises (compulsory part of the Childcare Register)
- ensure Ofsted are informed of any significant event which is likely to affect the suitability of any person caring for children on the premises (voluntary part of the Childcare Register)
- ensure Ofsted are informed of any changes of any person aged 16 years or over working or living on the premises (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	252624
Local authority	Nottinghamshire
Inspection number	908372
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18/02/2011
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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