

Inspection date

23/12/2013

Previous inspection date

30/01/2013

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

- Children are insufficiently safeguarded. This is because the childminder, her co-childminder and assistants do not fully understand their roles and responsibilities in relation to child protection. They do not respond to safeguarding concerns in a timely or appropriate way, and so fail to protect the children in their care.
- Self-evaluation is not robust enough to effectively review and monitor practice, target areas for improvement and ensure all legal requirements are met.
- Children's welfare is not sufficiently supported. This is because the childminder does not have robust systems to identify and support the induction, training and development needs of all staff and to ensure that required policies and procedures are successfully understood and followed by all staff.
- Parents are not specifically told who will be looking after their children at any particular time or informed of the behaviour management methods used by persons caring for their children. Consequently, parents are not adequately informed and children's welfare is compromised.

It has the following strengths

- The childminder provides interesting and challenging activities and experiences for children and as a result, children make adequate progress and have fun.

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 observed the childminder engage in a range of learning activities, play and daily care routines with the children.
- The inspector held conversations with the childminder, assistants and children.
- The inspector conducted a tour of the childminding premises and garden during the inspection.
- The inspector looked at a selection of policies, procedures and children's records.
- The inspector checked evidence of suitability for the childminder and all adults living and working on the premises.
- The inspector asked the childminder about her self-evaluation methods and viewed her training records.
- The inspector spoke to parents during the inspection and viewed some written feedback obtained from parents.

Inspector

Carol Johnson

Full report

Information about the setting

The childminder has been registered since 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. The childminder works alongside another registered childminder and has six assistants. No more than three adults care for children at any one time. She childminds from her co-childminder's house in Nuneaton, Warwickshire. The co-childminder's adult child lives at the property. The house is within walking distance of the local shops, schools and parks. The converted garage is mainly used for play. The downstairs of the co-childminder's home is also used for eating, sleeping and occasional play. There is a ground floor toilet and an enclosed back garden for outdoor play. The family has a dog and cat.

There are currently 13 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.15am to 6.30pm, Monday to Wednesday, except for bank holidays and family holidays. Wrap-around and holiday care is also provided for older children who attend local schools. The childminder supports children who speak English as an additional language and holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

update your knowledge and understanding of the safeguarding policy and procedure, which should include an explanation of the action to be taken, in the event of an allegation being made against a member of staff

ensure all staff are aware of Local Safeguarding Children Board guidance and procedures and are appropriately trained to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way

put in place appropriate arrangements for the supervision of staff; this specifically refers to having appropriate arrangements for monitoring and reviewing staff performance, practice and training needs and to foster a culture of continuous improvement

It is an offence not to comply with a welfare requirements notice.

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

- ensure that all persons caring for children are fully competent in the areas of work they undertake; this specifically refers to ensuring that all staff understand their individual and collective roles and responsibilities and are aware of policies and procedures
- ensure you implement your behaviour management policy and that all staff are aware of it and able to effectively manage children's behaviour in a positive and appropriate manner
- ensure staff are deployed effectively to meet children's needs and that parents and/or carers are fully informed with regards to who is looking after their children at any particular time
- ensure that a record is kept of every occasion where physical intervention is used and make sure parents are informed of any such occasion on the same day, or as soon as reasonably practicable
- obtain written permission from all parents before their children are taken on outings.

Inspection judgements

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

Despite weaknesses in the provision regarding the safety and welfare of children, the quality of teaching is often good and children are making steady progress in relation to their starting points. The childminder, her co-childminder and assistants work well as a team. They share the care and education of all the children and frequently observe them, and then record some of what they see within records referred to as 'Learning journals'. Also, parents and others involved in children's care and education are invited to contribute to these records, sharing what they know about children's personalities, needs and achievements. Subsequently, all of this information is used to assess children's progress and inform the planning of their routines and experiences.

The childminder provides a broad range of experiences for children indoors and outside. These experiences interest children and help them gain the many skills they will need for the future life. For example, children learn about technology and how it is used as while they play with cause and effect toys. Children regularly go for walks in the local neighbourhood and these enhance their knowledge of nature and the world around them. They frequently visit community groups and local amenities and through these experiences learn to socialise and mix with other adults and children. In addition, children learn to share and take turns in their play and conversations. The childminder interacts well with the children and effectively uses open-ended questioning techniques to encourage them to think and engage in conversations. She listens and responds to what children have to say and this shows them that their comments are welcomed and valued. Furthermore, she joins in with their play, when asked or required, and thoughtfully judges when they are ready to be taught new skills. As a result, children are confident and at ease in her care. They frequently alert the childminder to their efforts and achievements and she promptly responds with praise and enthusiasm. Thus, children's self-esteem and motivation is increased. That said, children's challenging behaviour is not well managed at times, which results in them not learning how to appropriately manage their own behaviour. As a result, children's personal, social and emotional development is not fostered successfully.

The childminder understands how children learn and develop at different rates and in different ways, and planned experiences reflect this knowledge. For instance, children show an avid interest in books and stories and the childminder builds on this interest through the use of 'story sacks'. These 'story sacks' contain a selection of resources that include books, games and a variety of visual aids based around familiar stories. The childminder uses these resources well to stimulate children's interest and enhance their learning. For example, a board game in one of the 'story sacks' is used with pre-school children to teach them to take turns, count and follow instructions. The same game is also used with the younger ones but the focus of the activity is to help them recognise numbers and to inspire conversation about the pictures. As a result, children of different ages and stages play together harmoniously and learn from each other. The childminder cares for some children who speak English as an additional language and successfully uses a range of strategies to aid their communication and language skills. For example, she

asks their parents for key words and phrases in their home languages so she is better equipped to understand things their child might say or understand. The childminder recognises the important part all parents play in their children's learning. She suggests some learning activities that parents can do with their children and regularly talks to them about their children's progress and achievements.

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

On the whole, children show by their words and actions that they feel safe and secure. They happily go to familiar adults for comfort, reassurance and support and show a good sense of belonging. The childminder is very caring and makes the effort to really get to know each child and understand their individual needs and interests. She asks children's parents about routines at home and finds about any illnesses, allergies or dietary requirements. Flexible settling-in arrangements help 'new' children adjust at a pace that reflects their needs and parental requirements. Furthermore, each child is assigned a 'key person' who helps them feel confident and safe by building a special relationship with them and their families. Generally, this arrangement works well and some strong relationships are evident between the children and staff. Children are confident to explore their environment and laugh and smile as they play. However, the childminder and her co-workers lack sufficient knowledge and understanding of their legal responsibilities in relation to safeguarding. Consequently, children's well-being is compromised.

On the whole, children behave well. Young children are starting to understand what is expected of them and display good manners. Older children often set a good example for the younger ones to follow. For example, they model sharing and turn-taking in their play. The childminder promptly praises children's good behaviour and this enhances their self-esteem and willingness to cooperate. However, methods for managing children's challenging behaviour are not always appropriate or consistent. Consequently, not all children successfully learn to manage their own behaviour or to consider the implications of their actions. Furthermore, parents are not always informed of occasions when physical intervention is used and a record of these is not kept. This compromises children's safety and well-being.

All areas of the childminding premises are clean and safe and there is sufficient space for children to play. Homely furnishings and attractive displays of children's artwork help to create a relaxed and welcoming feel to the premises. Children enjoy easy access to a wide range of good-quality books, toys and resources that promote all areas of learning. Children make lots of independent choices about their play and learning because a good variety of resources is stored in ways that they can easily access. For example, some resources are stored in clear drawers within low-level storage units and there are more in toy boxes on the floor. The childminder encourages children to help tidy away toys and because of this they learn not to clutter play areas and develop a sense of responsibility. Children develop a positive attitude towards a healthy lifestyle because it is promoted during everyday experiences and conversations. Outdoor play is a regular feature of the daily routine and this means children experience plenty of fresh air and physical exercise. Food provided by the childminder is healthy and nutritious and mealtimes are regularly used to promote discussions about why some food choices are healthier than others.

Drinks are easily accessible to children and this promotes their independence and prevents them from becoming dehydrated.

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

This inspection was carried out following a number of concerns reported to Ofsted. These relate to the experiences provided for children, the suitability of persons caring for children, record keeping and children's all-round safety and welfare. The inspection found that the childminder is not meeting a number of the legal requirements of the Statutory framework for the Early Years Foundation Stage and the compulsory part of the Childcare Register. The childminder is not taking enough personal responsibility for meeting requirements and protecting children's safety and welfare, and failed to notify Ofsted of a significant event.

The childminder works with a co-childminder and several assistants and they share the care of children at two properties a short distance apart. However, information is not maintained to confirm which adults are caring for children at any particular time or the premises they are working at. As a result, there is no accurate information to confirm that required adult to child ratios are met or staff deployed effectively. In addition, there is no clear information for parents about these arrangements. The childminder mainly works with the younger children at her co-childminder's home but sometimes helps out at the other property. However, while her co-childminder was on holiday she provided care for children at the other property. This arrangement is not covered by the conditions of her Ofsted registration and demonstrates her lack of understanding of legal requirements.

The childminder has a safeguarding policy that meets requirements and has attended safeguarding training. Despite this, she is not clear about the procedures to follow should she witness inappropriate behaviour being displayed by one of her co-workers. Also, she does not ensure that all staff know her safeguarding policy and fully understand the guidance and procedures of the Warwickshire Local Safeguarding Children Board. Consequently, required procedures were not followed in respect of child protection concerns. Neither the local children's social care service nor Ofsted were notified, and records were not maintained of these concerns. This means children's welfare and safety is compromised. Nonetheless, in some respects children's safety is assured. For example, the premises are safe and secure and good procedures are followed to ensure children's safety on outings. All adults who are left in sole charge of children are paediatric first aid trained and daily visual safety checks are conducted. Furthermore, all adults living and working at both childminding premises have been appropriately vetted.

Self-evaluation methods are ineffective. The childminder recognises some strengths in her practice but has failed to identify many areas where improvement is required. For example, she does not ensure that all staff members are fully aware of the provision's policies and procedures, and are suitably trained. Organisation is poor and communication between staff members is not good enough to ensure children's safety and well-being. For instance, strategies for consistently and appropriately managing children's challenging behaviour are not suitably discussed and shared across the staff team. Furthermore, the

childminder has not noticed that parental permission for outings has not been obtained from all parents. Nonetheless, since her last inspection the childminder has made a number of improvements. Additional resources and opportunities are now provided to support children's learning outdoors and partnerships with parents and other professionals have been strengthened. Consequently, children's enjoyment and progress is supported and the childminder is in a better position to provide consistency of care. Parents interviewed during the inspection, and those who provided the childminder with letters, praise the care provided by the childminder and her co-workers. Comments include those that acknowledge how welcoming and friendly they find the childminder and her co-workers.

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 that children receiving childcare are kept safe from harm; this specifically refers to ensuring all adults are fully aware of their safeguarding role and responsibilities and understand and follow Local Safeguarding Children Board guidance and procedures (compulsory part of the Childcare Register)
- ensure that any person caring for children has skills and experience suitable for the work; this specifically refers to ensuring assistants are fully aware of and understand the policies and procedures of the setting (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner; this specifically refers to ensuring that all persons caring for children adopt a positive, effective and consistent approach to managing children's behaviour (compulsory part of the Childcare Register)
- ensure that Ofsted is informed of any allegations of serious harm or abuse of a child committed by any person, where the allegation relates to harm or abuse occurring on those premises (compulsory 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	EY390558
Local authority	Warwickshire
Inspection number	948661
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	30/01/2013
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.

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.

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