

Inspection date	02/12/2013
Previous inspection date	21/11/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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 reviewing risk assessments, the failure to keep accurate daily attendance records and maintaining the required adult to child ratios. This does not support children's good health or well-being.
- The childminder's actions are concerned with supervising children and she does not provide sufficient resources and adequate challenge for them. This results in some children lacking enthusiasm for learning.
- The childminder does not use observations and assessments adequately or understand how to plan supportive experiences to motivate children. This means the childminder does not make the best use of resources and space, both in and outdoors, to provide good quality learning experiences for all children.
- Systems for sharing information with parents and other professionals regarding children's progress, especially those children who have support and intervention, are not fully implemented.

It has the following strengths

- Children appear to 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 her co-childminder and the children in the main play room.
- The inspector spoke with the childminder and her co-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 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children and two school-aged children in Slough, Berkshire. Her daughter is also a registered childminder operating from the premises and they work together with an assistant, when numbers require. The enclosed rear garden area available for outside play is not currently available. There are currently five children attending who are in the early years age range. The childminder may also offer overnight care to one child in the early years age range. The childminder also cares for older children. The childminder is able to take and collect children from local pre-schools and local schools. Both childminders have equal responsibility for the childminding practice.

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:

demonstrate how staffing arrangements meet the needs of all children and ensure their safety, you must ensure that children are adequately supervised and decide how to deploy assistants to ensure children's needs are met

ensure there are clear and well understood procedures for assessing any risks to children's safety, and review risk assessments regularly and take action to minimise risks to children's safety

share information with parents and carers, other professionals working with the child to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met

keep a written 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.

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

- ensure fresh drinking water is available and accessible at all times.
- ensure that premises are fit for purposes and that spaces, furniture, equipment and toys are safe for children to use
- implement a policy, and procedures, to promote equality of opportunity for children in your care, including support for children with special educational needs and/or or disabilities
- update knowledge of the learning and development requirements in order to 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
- improve the educational programmes in each area of learning through helping children become active learners, by giving children greater independence and freedom of choice in their learning.

Inspection judgements

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

The childminder has not kept up to date with changes in the framework that require her to plan and provide a range of activities that help support children to achieve the very best in their learning. As a result, weaknesses in the delivery of the educational programme mean children's progress towards the early learning goals is inadequate. Furthermore, the childminder is unable to provide appropriate levels of support for children who need help in their learning, because she does not have a secure enough understanding of what is required. There is an inadequate balance of activities and observation is not effective in challenging and identifying the next steps towards children's learning and development. The childminder does not always support children's learning in a purposeful way that motivates them to try new experiences or that challenges them in their play. Therefore, valuable opportunities to build on and extend children's prior learning are missed. As a result, younger children are disengaged and disinterested in the limited selection of toys on offer.

The childminder generally supports children's social skills during the day by encouraging them to play with their peers, for example, through singing rhymes in a small group and sitting together at the table during lunchtimes. Younger children independently move around and explore the limited resources that are accessible to them. However, the inadequate range of toys means they are not able to explore stimulating materials and resources to support their natural curiosity. Older children enjoy looking at a book independently and with the childminder. They are developing adequate early language skills through the childminder speaking to them as they play and interact.

The childminder talks to parents to find out basic information about the children, which helps her to provide care. She provides parents with basic feedback about their children through regular discussions, or text messages. However, she does not provide parents with any information on how their child is progressing in the seven areas of learning or the activities on offer. Nonetheless, the childminder is aware of the requirement to complete the progress check for children at age two years and share this with parents. There are poor links with other settings that share the care and education of the children and very little has been done to promote consistency between settings to promote a shared approach to supporting children's learning.

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

Children are generally happy in the childminder's home. Children are forming attachments with the childminder, her co-childminder, assistant and other children in the setting. However, the childminder fails to respond appropriately to children when they become

distressed and tired. This does not contribute to children's well-being. The home environment currently provides one room for children to move around, or rest on the lounge sofas. However, there is a poor selection of toys and resources for children to choose from in their play. This is limited to a selection of building bricks, two puzzles, a baby shaker and some access to a very small selection of books and train track. This selection of resources does not provide suitable levels of challenge or support children to think critically or to problem solve. The childminder's actions are concerned with supervising children and she does not provide adequate challenge for them. This lack of motivation does not support children to acquire strong foundations for the skills and attitudes necessary to prepare them for their next stage in learning. Nevertheless, children demonstrate that they sometimes feel secure as they approach the childminder for support and comfort.

Most children play generally well together and begin to learn about sharing. The childminder manages children's behaviour appropriately, for example, by praising their efforts. Children develop social skills as they mix with many other children. There are adequate opportunities for children to develop an understanding of healthy lifestyles. The childminder generally supports children's physical development as they use the local park to exercise in the fresh air because the garden is not currently in use. Children enjoy a range of healthy snacks and home-cooked food. This supports children's understanding about the value of eating well. Most children are encouraged to sit at the table and eat together. Children can access drinks at set times throughout the day, but water is not accessible to them at all times, as required. There are satisfactory procedures in place for the administration of medication and the treatment of accidents. 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 took place following concerns relating to general suitability matters about the childminder's premises, food and drink, safety and risk assessments. At the inspection it was found that the childminder had taken limited action to support children's ongoing safety and welfare and therefore was not complying with a number of safeguarding and welfare requirements. 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. 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 bathroom, access to plug sockets in areas where children are playing and small money

pieces in the toy box that pose as a choking hazard to babies and young children. This means the childminder is not effectively carrying out robust risk assessments. In addition the childminder has failed to maintain an accurate daily record of children's attendance and the hours they are cared for. These are also breaches of the Childcare Register. The childminder has also failed to keep to the ratio requirements and as a result during the inspection she was over minding. 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 has failed to update her knowledge and practice in line with the Statutory framework for the Early Years Foundation Stage. She generally supervises the children's play, 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 planning for children's next stages of learning and is not confident in liaising with parents when she has identified individual children who require further support or interventions. Systems for monitoring and evaluating practice have also not been established and information regarding children's progress has not been kept up to date. As a result, the childminder is unable to demonstrate what progress children are making or implement any action where children may be falling behind. Children are not making sufficient progress given their starting points because the childminder does not have the knowledge and skills in order to deliver a challenging learning environment for children. Nonetheless, the childminder understands the need to evaluate her practice. She is committed to working in partnership with her co-childminder and raising standards in the setting. She is receptive to making future improvements.

The childminder provides parents with flexible childminding arrangements. The childminder generally shares verbal information with parents daily when they collect their children regarding their care needs and written consents are in place. Current procedures are not effective in monitoring and evaluating the effectiveness of the childminder's practice and the educational provision. This has led to inequalities in practice and consequently poor quality activities for some children and lack of support for others. For example, partnerships with other professionals that are involved with the children are not yet effective enough to provide consistency in meeting targets on children's care plans, or promote continuity of care or learning. This is because the childminder has a poor regard to sharing important information promptly with other settings that support children in her care, particularly where there are concerns about children's development. This results in children not making sufficient progress given their starting points. This does not ensure that they receive the best possible support early on to promote their future learning.

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:

- 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 that the premises and equipment used for the purpose of the childcare are safe and suitable for that childcare (both parts 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

Unique reference number	EY408314
Local authority	Slough
Inspection number	943103
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21/11/2012
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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