

## **Inspection date**

07/11/2013

Previous inspection date

21/09/2012

## **The quality and standards of the early years provision**

**This inspection:**

4

Previous inspection:

Met

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**

- The childminder is not able to sufficiently sustain the improvements she makes to ensure that children's safety is continually protected. Although, she knows the areas she needs to improve, a lack of planned action to tackle the safety and suitability of the environment leads to this being a reoccurring issue.
- The premises are not sufficiently organised to ensure that the indoor environment provides a safe and challenging space to support children's well-being, learning and development.
- The childminder's ability to risk assessment the environment is weak, consequently, hazards are not sufficiently minimised, this and the lack of well-organised spaces, severely effects children's safety.
- Some records that the childminder is required to keep are not easily accessible and available. This results in some information relating to children and the childminder's first aid certificate not being available, additionally, the childminder's certificate is not displayed, which impacts on children's safety and well-being.

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

- The childminder works in partnership with parents and other providers well. This results in her being able to build on what children already know and provide a continuous learning journey for each child.

## 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 observed activities with older children in the living room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at a selection of policies and children's records.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the childminder's suitability and qualifications and arrangements for self-evaluation.

## Inspector

Julie Larner

## **Full report**

### **Information about the setting**

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged six and three years in Newcastle. The childminder is registered to work with an assistant. The living room and the bathroom on the first floor are used for childminding. The family have a pet parrot. The childminder drops off and collects children from local schools.

There are currently six children on roll, four of whom are in the early years age range and attend a variety of sessions. The childminding provision operates all year round, from 7am to 6pm, except for family holidays. There were no children in the early years age range present during the inspection.

### **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:

ensure the premises are organised in a way that meets the needs of children

assess the risk to children's safety and identify how the risk will be removed or minimised; this is with particular regard to the piles of car seats, clothes and children's toys at the bottom of the stairs, the suitcase on a stool at the side of the room, household items on the settee, shoes and wellington boots near the door protruding into the room, cables for electrical equipment in a pile on the floor near the tv, a bike and children's pram blocking the entrance to the garden, boxes under the chairs, a large piles of books, papers that were perched on the side at the top of a high shelving unit, boxes and an exercise stepper blocking a clear passage through to the kitchen, several pieces of paper and items on the floor upstairs on the landing and stairs, under the parrots cage in the living room

ensure that the certificate of registration is displayed

ensure that records are easily accessible and available for inspection; this is with particular regard to your current first aid certificate, records for children and evidence of permission from parents for children to be left in the sole care of your assistant

## Inspection judgements

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

Overall, the childminder understands how to promote the learning and development of young children. However, her premises are not organised effectively, resulting in a disorganised and cluttered environment that hinders some children's play because they are not able to move around freely, or easily access and use resources as they may wish to.

Although, there were no children in the early years age range attending at the time of the inspection, the childminder was able to show how she is able to meet the learning and development requirements of the Early Years Foundation Stage. For example, she collects comprehensive information from parents about children's development when they first start to attend her setting, then uses this information to provide activities and experiences that suit each child's particular interests and stage of development. Her written plans show that she ensures children are provided with opportunities to develop across all areas of learning. For example, children enjoy visits to the fire station to develop their understanding of people who help them and around bonfire night the childminder teaches them about things that are hot and cold. The childminder plans well to meet children's individual learning needs, particularly when English is not their first language. For example, she sings songs and rhymes in children's home languages to show that she values their backgrounds, whilst also making sure that she extends their English by consistently labelling items. This promotes children's communication and language skills well. Equally, younger children's ability to communicate is promoted by using baby signing and the childminder shares books with the symbols with parents to this continue at home. The childminder discussed how she uses resources to promote children's exploration skills, for example, by filling large builder trays with jelly, sand or spaghetti for children to use their senses to explore new materials. Children learn about counting through the childminder teaching them rhymes, which promotes simple subtraction, such as 'ten little monkeys'.

Regular observations are undertaken by the childminder, which ensures that she has a secure understanding of each child's next steps. This results in her being able to move them forward in their learning. She has not yet had to do any 'progress checks on children aged two ', however years; however, she shows a clear understanding of the information these need to contain and how to share them effectively with parents. Written plans in the setting are heavily influenced by each child's individual stage of development, which result in them being able to make progress in their time with her.

The childminder has successful strategies to involve parents in their child's learning. She conducts regular reviews with parents to ensure that they have a clear understanding of how their child is developing. Alongside this she provides written documents, such as emails containing observations and the planned activities for the next week at her setting. This encourages parents to continue their child's learning at home, which helps children make progress. Effective information is also shared by the childminder to encourage parents to let her know what their children have been doing at home. This is then used to

plan activities that will continue children's individual development, such as looking at books about animals when children have visited the farm at the weekend. All of this successfully promotes partnership working. The childminder effectively supports moves to nursery and school. She works towards introducing more time in her sessions to involve children in group activities and provides more resources that encourage their early writing skills. For example, she teaches children about letter sounds and plans activities that encourage them to write their name. This results in children being prepared well for transitions to school and nursery.

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

The organisation of the premises is not good enough. This severely impacts on children's safety and does not meet the requirements of the Early Years and Childcare Register. Whilst the childminder is aware of the fact that the organisation of her setting requires significant improvement, this issue has been raised on other occasions and remains an area of concern. Consequently, risk assessments of the areas that children use do not ensure that the space in the premises is safe and suitable or ensure the floor is free from clutter and hazards, for example, exercise machines, boxes and lots of trailing wires. Exits to the rear of the house are blocked with a bike, which prevents easy access from the premises in the event of an emergency and effects children's safety. The stairs are a significant concern. Access to this area is blocked by car seats and other items at the bottom of the stairs. This and clothes on the stairs cause a significant trip hazard for children visiting the toilet. This severely impacts on children's safety and does not meet the requirements of the Early Years Register and Childcare Register. The childminder shows an adequate understanding and is able to explain how she would teach children about safety, for example, by conducting regular fire evacuations to ensure that children know what to do in the event of an emergency. However, her practice is not sound enough to make certain that the premises are organised in a manner that would result in them being able to use these skills in reality. Some resources for children are easily available in boxes on the floor; however, due to a lack of organisation, it is unclear whether these toys and equipment are safe and suitable.

Although, the childminder has assessed that the garden is not presently safe for children to use she organises several trips out to the local park to provide opportunities for children to develop their physical skills and benefit from fresh air. The childminder provides a range of healthy meals and snacks that children enjoy. Activities promote children's understanding of foods that are good and bad for them. For example, they cut out pictures of foods to make a collage about what they will take to school in their packed lunches and talk about the benefits of a healthy diet.

The childminder collects information from parents on each child's individual needs when they first start to attend. She then uses this information successfully and works with parents effectively to ensure that routines are continued in her setting. This consistently eases moves from home to the childminder's setting. The childminder clearly knows children she cares for well due to the effective relationships she has established with

parents. She works hard to provide an inclusive setting where all children of differing ages are valued and included. She regularly asks children how they are, showing that adequate bonds between them have been established. She shows a clear understanding of effective strategies to deal with behaviour. The childminder considers children's individual development needs and plans activities, so that children can collaborate together and devise rules for the childminder's setting. These are then displayed as picture of 'nice hands' on the wall in the setting, to promote children's understanding of how they should behave towards others.

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

This inspection was prioritised following concerns raised in relation to the suitability of the childminder's premises. The inspection found that childminder's understanding of the Statutory framework for the Early Years Foundation Stage is highly variable. Although, the childminder is aware of the welfare requirements and some elements of her practice is secure, she does not consistently promote a well-organised and safe environment. This has a severe impact on children's safety in their time at the setting and does not meet the requirements of the Early Years Register and both parts of the Childcare Register. The childminder has considered how to improve her practice and has used previous actions and recommendations from inspections and other visits to help her achieve this. However, the improvements that she has made have not been sustained. This results in the organisation of the premises not being sufficiently maintained and hazards not being adequately dealt with to safeguard children in her care. The childminder is clearly aware of the areas of her practice which need improvement and readily admits that organisation of the space children use and her records relating to childminding need to be better. However, her capacity to make those improvements is lacking.

Some of the required documentation, such as records of some children's details and mandatory training, such as first aid certificates, are not readily available for inspection and the childminder's certificate of registration is not displayed on her premises. This affects children's safety and well-being at varying levels and does not meet the requirements of the Early Years Register and Childcare Register.

The childminder does show a secure understanding of how to promote the learning and development requirements to ensure that children can make progress in their time at her setting. She is able to plan individual activities that are based on each child's needs and to recognise if they need further support to help their development. She also has a clear understanding of how to monitor each child's progress towards the early learning goals. The childminder has recently begun to complete a level 3 qualification and has attended further training in aspects of child development. She has used this knowledge to improve the outcomes for children's learning and development, for example, by gaining more in-depth knowledge of the components of the different areas of learning she ensures that she provides targeted activities that support children's development.

The childminder shows a secure knowledge and understanding of child protection issues in

relation to abuse. She updates her knowledge by completing courses in this area to ensure that she is up to date with current guidance and knows what to do if she has a concern. This results in children being safeguarded from abuse. Partnerships with parents and others have been securely established. Parents are provided with policies and procedures to ensure that they know how the setting operates and what to do if they have a complaint. The childminder collects secure information from other professionals who provide the Early Years Foundation Stage and attends parent evenings to ensure that she can provide a continuous learning journey for children in her setting.

### 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 that premises and equipment used for the purpose of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure the certificate of registration is displayed in the premises on which childcare is provided (compulsory part of the Childcare Register)
- ensure that premises and equipment used for the purpose of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure the certificate of registration is displayed in the premises on which childcare is provided (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>	EY384618
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	942077
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/09/2012
<b>Telephone number</b>	

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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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