

<b>Inspection date</b>	07/01/2014
Previous inspection date	08/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Planning, observation and assessment systems are not used effectively and the childminder's understanding of supporting children's learning and development is not secure. As a result, children do not make best progress and the planning of activities are not matched to children's individual needs.
- The childminder lacks a clear understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. As a result, some requirements are not met with regard to the role of assistants.
- There is no method of self-evaluation, therefore, areas requiring improvement are not identified and addressed.
- Partnerships with parents and other settings are not robust to support and enhance children's learning and development.
- Ofsted are not notified of significant events, for example, serious accidents to older children. This is a breach of the Childcare Register.

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

- The childminder has a suitable knowledge of the child protection procedures and has attended training to update her knowledge of what to do if she has concerns about a child in her care.
- Children are happy and enjoy their time with the childminder. They have opportunities to be independent in their choice of play and access to a variety of resources.

## 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 in the lounge and kitchen and viewed all areas of the home and garden used for childminding.
- The inspector held discussions with the childminder, her assistant and the children.
- The inspector saw evidence of the childminder and her assistants' qualifications, suitability of household members, risk assessments, policies and procedures and other documentation in relation to health and safety.

## Inspector

Alex Brouder

## **Full report**

### **Information about the setting**

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Leicester and uses the whole of the property and the rear garden for childminding.

The childminder attends a childminder group. She visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. The family have a pet dog. The childminder works with an assistant.

There are currently 11 children on roll, six of whom are in the early years age group, and attend for a variety of sessions and five are school-age children who attend before and after school. The childminder operates every day throughout the year.

### **What the setting needs to do to improve further**

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

- improve children's learning and development by establishing children's starting points and assessing every child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan challenging next steps in learning for each child
- increase knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage to support children's learning effectively. Review all aspects of learning and assessment to ensure children are making good progress in preparation for their next steps in learning
- involve parents in their children's learning by improving the two-way exchange of information, encouraging them to share what they know about their child, establishing their starting points on entry and support them in guiding their child's learning at home
- develop relationships with other early years settings that support children's care and education to ensure that children's individual needs are identified and met appropriately
- ensure that consent is obtained from parents for children to be left in the care of an assistant for very short periods of time.

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

- develop a system for self-evaluation to effectively identify strengths and weaknesses of the provision, take account of the views of parents and children and develop a clear plan for improvement.

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

The childminder has a limited understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Although she does undertake observations of some of the children, she does not use this information effectively in order to evidence children's starting points, track their progress or identify key areas to help individual children's development. As a result, evidence to show how children learn and develop is limited. In addition, she does not identify the next steps in children's learning, or use information gathered to plan challenging activities. As a

result, the activities offered do not fully identify or promote the individual needs or stages of development and there are no planned learning intentions. Although there are weaknesses within the assessment arrangements and planning, children enjoy their time with the childminder and do engage in fun and positive play experiences, supported by the childminder and her assistant. For example, children sit together at the kitchen table using modelling clay and cutters, chatting about what they are doing, while others play in the lounge, using cause and effect toys.

Both the childminder and her assistant sit alongside the children and warmly interact with them, offering them praise and encouragement. Children enjoy taking part in some of the activities provided for them, but because activities are not planned to build on what children know and can do, they are not always suitably challenged to make further progress. Children are observed to use cutters in the modelling clay, the assistant explains the need to 'push down' on these, supporting them in their success as they achieve the desired outcome. Their language skills are appropriately supported as the childminder and her assistant engage with children as they play. For example, as children roll cars down a tube they encourage the children to speak about what they are doing and remind them to listen to others when they want to speak. Therefore, children gain some of the necessary skills that are needed in readiness for school. Children begin to explore mathematics and number in everyday play opportunities, as they recognise some numbers when using number cards and have a developing understanding of positional language, such as in front of and behind. The childminder discusses how much the children like to be active and engage in a range of physical play opportunities, such as visiting the local park, using the rear garden and attending stay and play sessions, in which they have access to a wider range of resources to explore and extend their large physical skills.

The childminder has a sound partnership with the parents and gathers information on their likes, dislikes and routines before they begin in her care. However, little information is gathered regarding children's learning to support the childminder in planning for their individual needs. In addition, although parents have daily diaries shared with them, the childminder does not inform them of how they are able to support their child's learning at home. The childminder is aware of completing the progress check at age two and sharing the written summary with parents, but as yet has not had the need to do this.

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

The childminder and her assistant are deployed appropriately to ensure children are happy and feel secure. However, the childminder has failed to meet the requirements with regard to working with an assistant, in that she does not seek consent from parents to allow them to care for children for short periods of time when necessary. This is a breach of the requirements for Statutory framework for the Early Years Foundation Stage and of both parts of the Childcare Register. Despite this, relationships with children and adults are positive, enabling children to be settled. All adults working with children are suitable role models and use consistent strategies and age-appropriate explanations to provide children with a clear understanding of acceptable behaviour. As a result, children behave well.

The areas children have access to are appropriately organised to enable them to access the suitable range of resources and materials. Most are stored at low level to ensure these are within children's reach, to help develop children's independence and decision making skills. Young children confidently explore the resources during their play. Foods offered to children are supplied by their parents. The childminder stores these appropriately and heats if necessary. Drinks are readily available during the day. Children are encouraged to sit at the kitchen table for their meals. This helps to develop their awareness of being safe while eating and promotes a social time. During this time the childminder and her assistant encourage the children's good manners, to listen, speak and take turns. For example, they are reminded to say 'please' and 'thank you' and sit appropriately on the chairs. These are basic skills, which help children to be emotionally prepared for when they move to school. The childminder also encourages their independence during mealtimes as they learn to feed themselves.

The childminder carries out risk assessments in her home. As a result, her home is safe with appropriate safety measures in place. In addition, she carries out daily safety checks to ensure that areas children access are safe and suitable for play. Safety measures are in place, such as secure exits and hazardous chemicals being locked away. The childminder comments that young children are safely harnessed into the pushchair when outdoors or on reins and only allowing them to walk freely when in a safe place. However, the childminder has failed to notify Ofsted of a significant injury to an older child at the setting, this is a breach of both parts of the Childcare Register.

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

The childminder does not have a clear understanding of her roles and responsibilities with regard to meeting some aspects of requirements of the Early Years Foundation Stage. As a result, some legal requirements have not been met and the provision for children is inadequate. Overall, children's welfare is suitably promoted. The childminder has completed child protection training and has a sound understanding of child protection issues. She is able to describe what action to take to refer any concerns to the appropriate agencies and there is a clear written safeguarding policy to support her practice. The childminder carries out risk assessments on the areas of the home used by the children and on local outings. This enables her to put preventative measures in place. Attendance records have been developed to show when children are present or not, demonstrating that the childminder meets the required ratios at all times.

Processes for self-evaluation are weak. Since the last inspection the childminder has taken steps to meet the actions required. For example, safety measures have been applied to limit hazards to children and a range of policies and procedures have been developed, which are shared with parents to ensure they are fully informed of her practice. In addition, she has begun to develop the systems she has to record the progress children make in her care. However, as yet this is not robust and the childminder demonstrates too little understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The monitoring of children's progress is

not effective and the activities offered do not always reflect the individual needs and interests of children sufficiently. This hampers children's progress towards the early learning goals. The childminder has daily discussions with parents to ensure they are informed of their child's day. However, she has no system in place to share information on children's learning with other early years settings that children attend. As a result, transitions are not fully supported.

### 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:

- inform Ofsted of any serious injury or accident to any child on the premises on which childcare is being provided (compulsory part of the Childcare Register)
- obtain consent from parents for children to be left with the childminding assistant, for no more than two hours in a day (compulsory part of the Childcare Register)
- inform Ofsted of any serious injury or accident to any child on the premises on which childcare is being provided (voluntary part of the Childcare Register)
- obtain consent from parents for children to be left with the childminding assistant, for no more than two hours in a day (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>	EY449512
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	902859
<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>	11
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/01/2013
<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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