

<b>Inspection date</b>	18/12/2013
Previous inspection date	20/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder does not meet a number of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. These include, procedures to notify significant events, record keeping for medication and registers.
- Changes in personal circumstances and significant events have not been notified in a timely manner. This does not ensure that the suitability of the provider can be checked promptly to safeguard children.
- The childminder has not maintained her first aid training. This does not ensure children's well-being in the event of an accident.

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

- The childminder recognises the importance of working with children's interests and provides stimulating opportunities to provide learning through play. Consequently, children are independent, active and inquisitive learners and are well prepared for the next stage in their learning.
- Partnership with parents is strong and sharing of children's learning ensures they make good progress with the childminder and this is then continued at home with their parents.

## 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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took into account feedback from parents.
- The inspector checked evidence of suitability and qualifications of the childminder, the provider's self-evaluation form and improvement plan.

## Inspector

Angela Hufton

## Full report

### Information about the setting

The childminder was registered in 2007. She lives with her three children aged 12 years, eight years and two years, in a detached house on the outskirts of Leicester City. The ground floor of the childminder's home is used for childminding purposes and there are toilet and sleep facilities on this level. There are three enclosed garden areas available for outside play. The family has a rabbit and hamster as pets. The home is close to all local facilities and childminder walks to local schools and playgroups to take and collect children. The childminder has a nine seat minibus for trips out.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding eight children on a part-time basis, of whom five are in the early years age range. The childminder supports children who speak English as an additional language. The provision is open all year except for family holidays. Care is provided each weekday from 7am until 6.30pm.

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

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

- obtain a current paediatric first aid certificate
- obtain prior written consent from the child's parent and/or carer for each particular medication to be administered
- keep an accurate record of children's hours of attendance.

### Inspection judgements

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

The childminder has not met a number of welfare requirements, however, these have no direct impact on the quality of children's learning. The childminder has a good understanding of how children learn. She gathers information from parents when their child starts in order to find out what they like and can do. Following a settling-in period she uses information gained through her own observations of the children to create a summary. This covers the prime areas of learning to act as a starting point. The childminder provides interesting and challenging experiences that meet the needs of all children, both within her home and on regular outings. The quality of teaching is good because the childminder knows the children very well and spends her time playing and interacting with them. Consequently, children are interested and keen learners and are making good progress in developing the skills they need to prepare them for their next

stage of learning, such as moving onto nursery or school.

The childminder incorporates a good balance of adult-initiated and child-led experiences into the daily routine and supports children very well in their all-round development. For example, she builds on children's interest in exploring different materials and drawing. She provides a bucket of chunky chinks and supports young children to confidently make different marks and shapes on the garden path. She skilfully extends this by providing a range of different crayons, so they can then try and make marks on paper. Children understand their efforts are valued and become more confident in using crayons and pencils. This successfully supports children's emerging handwriting. Children's communication skills are fostered well through a wide range of activities, including songs and rhymes. They have fun making shakers to accompany these songs and are introduced to a range of musical instruments. In this caring and supportive environment, children are confident to talk with the childminder and quickly move on from saying a few words to speaking in sentences. Children access a wide range of fact and fiction books, both in the home and on regular outings to the library.

Children are well supported in using counting and numbers during every day play situations and through activities such as making cakes where they help count out the paper cases. Good use is made of local community facilities to help children learn about the world they live in. Trips to local attractions support children learning about science and space. Other planned activities around specific topics, such as 'People who help us' or 'Farm animals' extend children's learning through interesting experiences. Parents comment that they are happy with the progress their children make in their learning and development. For example, they state 'She provides a continually stimulating environment, she uses a variety of different toys, provides creative time and lots of outdoor play'. Children's records are shared with parents and written information provides details of where their children are in their developmental areas. The childminder provides opportunities for parents to share and contribute information about their children's learning and development at home. She then uses this information, in the planning of futures activities with the children, to support their continued progress.

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

The childminder has failed to secure the safeguarding and welfare requirements, because she has not maintained her first aid training and has not obtained written consent before administering some medication. Therefore, children's safety and well-being are potentially compromised because the childminder does not have the most up-to-date knowledge of current treatment. The childminder takes appropriate steps to build positive and trusting relationships with children and their families. She speaks kindly to children, offering them enthusiastic encouragement and positive praise. The childminder provides supportive and consistent care, so that children's individual needs are met. She involves parents and carers in all aspects of their child's daily routine, to promote continuity of care. As a result, children feel happy and content in the childminder's home and have good relationships with her and her family.

All areas of the home that are used for minding are clean and safe. Children gain a clear understanding of how to keep themselves safe as they practice emergency evacuation procedures and learn about road safety. The childminder reinforces safe practices through discussion, planned activities, sharing stories and offering children gentle reminders as they play. For example, young children are reminded to sit carefully on the little stools so they do not slip. Effective hygiene routines are modelled by the childminder and help children to understand the importance of hand washing. Children demonstrate personal care skills appropriate for their age and stage of development. Their independence is encouraged through praise, and children being toilet trained receive encouragement and support from the childminder to aid their progress. Children behave well and show by their actions that they understand and respect the childminder's expectations for their behaviour. For example, they use manners and share and take turns in their play. The childminder provides children with a positive role model to follow and is calm and considerate in her manner. She uses a range of developmentally appropriate strategies to manage children's behaviour, and these are shared with parents to promote consistency.

Children have daily opportunities for physical exercise and fresh air, and are provided with a range of healthy meals and snacks. Drinks are readily available and these prevent children from becoming dehydrated. Children participate in experiences that help to teach them about the benefits of a healthy diet. For example, they enjoy cookery activities and have fresh fruit for snacks. Resources accessible to children include a good selection that promote an awareness of culture and the wider community. For example, children play with dolls that have different skin colours and access books that include positive images of disability and culture. The childminder supports this further through a range of well planned activities to help children to learn to value others. For example, they enjoy trying Henna patterns on their hands and learn the meaning of these. The childminder also acts as a positive role model and effectively supports equal opportunities, including through using sensitive language.

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

This inspection was brought forward as a result of a concern that the childminder had not notified changes in her personal circumstances. It was identified that the childminder had not reported these changes. It was also identified that the childminder had not notified a recent significant event. This is a breach of requirements and the childminder was warned that she must notify such events within 14 days. This is to ensure any necessary checks or additional information may be obtained to confirm the childminder's ongoing suitability. The childminder's suitability was therefore checked at the inspection. The childminder has a suitable understanding of local safeguarding and child protection procedures. She understands her responsibilities and the procedures to follow if she has any concerns about the children in her care. Consequently, children are effectively safeguarded. The childminder makes sure all of the required documents that promote children's well-being are in place and shared with parents. For example, risk assessments are completed for all areas indoors and for outings. Relevant vehicle insurance is maintained and permission for outings is sought from parents.

Some of the safeguarding and welfare requirements are not met because the childminder has not maintained her first aid training and has not obtained written consent before administering some medication. This means that children's safety and well-being are compromised. The childminder keeps a register of children's attendance. She records children attending before school or nursery, however, she does not mark the times they are at school or nursery. Consequently, this is not an accurate record of the times children are in her care and does not meet requirements. These breaches also apply to both parts of the Childcare Register.

Since the last inspection, the childminder has taken steps to improve the provision for children. She has met the recommendations that were raised, to improve the observations of children and planning of activities. These now meet children's individual learning needs more effectively. The childminder has completed a written self-evaluation to aid her in setting targets to continue to improve children's learning. However, through her commitment to improve her teaching the childminder has not balanced this with the need to ensure the welfare requirements are met to promote children's care. Arrangements for observation and assessment of children's learning are secure. Children's progress is tracked and shared with parents. Consequently, the educational programmes are effectively monitored to ensure children make consistent progress in their learning and development.

The childminder has a clear understanding of the importance of working in partnership with parents, external agencies and other settings to ensure children's needs are met. The childminder ensures that she works closely with the local nursery and school. Parents comment positively on the care and learning provided by the childminder. The childminder supports children who speak English as an additional language and takes active steps to find out about their home language and culture. She ensures children are fully included and valued for their individuality.

### 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 an appropriate first aid qualification is obtained (compulsory part of the Childcare Register)
- keep a daily record of children's hours of attendance (compulsory part of the Childcare Register)

- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it (compulsory part of the Childcare Register)
- ensure an appropriate first aid qualification is obtained (voluntary part of the Childcare Register)
- keep a daily record of children's hours of attendance (voluntary part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it (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>	EY347864
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	939651
<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>	5
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/03/2012
<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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