

Inspection date	10/02/2014
Previous inspection date	15/11/2010

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 demonstrates a poor understanding of the safeguarding and welfare requirements, resulting in breaches that have a significant impact on the safety and well-being of children. She has failed to ensure that all assistants, who are left in sole charge of children, have the required paediatric first aid qualification. As a result, children's safety is compromised.
- The childminder fails to meet the required adult to child ratios and does not record the hours of children's attendance. As a result, children's safety and overall well-being is significantly affected.
- Teaching is inadequate because the childminder demonstrates a limited understanding of the Statutory framework for the Early Years Foundation Stage. As a result, learning experiences do not promote or challenge children's individual next steps of learning and there is inadequate monitoring of their progress.
- Children's understanding of healthy lifestyles is not consistently promoted with regards to limiting the spread of germs. As a result, children do not learn the importance of hand washing after coughing and sneezing.

It has the following strengths

- Partnership with parents and other providers are sound and children are settled.

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 childminder's house and viewed the areas of the home used for childminding.
- The inspector spoke with the childminder, a parent and children present at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members and the safeguarding procedures.

Inspector

Jo Rowley

Full report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in a house in Harpenden, Hertfordshire. The whole of the childminder's home is used for childminding and there is an enclosed outside area for children to access on a regular basis. The family has some tropical fish, which are kept in a tank. The childminder holds a childcare qualification at level 3. She regularly attends a toddler group and activities at the local children's centre and she visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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 that any all assistants who may be in sole charge of children hold a current paediatric first aid certificate

ensure that the adult to child ratios, as set out in the Statutory framework for the Early Years Foundation Stage, are adhered to at all times

ensure that a daily record is maintained of the names of children looked after on the premises and their hours of attendance.

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

- ensure that children's identified next steps in learning are incorporated into the planning of activities to provide challenging and enjoyable experiences, enabling them to make good progress.

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

- promote children's good health through effective hygiene procedures, with particular reference to reducing the spread of infection. For example, by encouraging children to cover their mouths when sneezing and coughing.

Inspection judgements

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

The childminder demonstrates an insufficient knowledge and understanding of the Statutory framework for the Early Years Foundation Stage and teaching is inadequate. The childminder provides opportunities for children to enjoy a range of activities and resources but does not plan sufficiently to provide them with adequate challenge. For example, children complete a range of jigsaw puzzles, which are very easy for them to complete and there is no challenge observed or opportunity to extend. The childminder does not use observations and assessments appropriately to inform the next steps in children's learning. Children lack enthusiasm for learning and as a result, they do not make sufficient progress given their starting points and capabilities. The childminder acknowledges the prime areas of learning and encourages children's speech and language skills through regular discussion and appropriate questioning. For example, as they look at a book with the childminder she encourages children to tell her about the things they see. This supports children's communication and language skills and equally promotes their personal, social and emotional development as she praises them for finding and talking about a range of items.

Children's progress and achievements are recognised by the childminder through some written assessments, such as the 'progress check at age two'. She uses the observations she has made and suggests where she believes children have developed in their learning. However, the childminder fails to incorporate children's next stages of learning and as a result, they are not effectively supported in reaching expected levels of development. Additionally, observations and assessments are not frequent enough to build on children's progress; consequently, children are not effectively prepared for school. This is because the childminder is unclear about their stage of development and how to encourage further progress through planned, purposeful adult-led activities and experiences.

Children's physical development is sound because they have opportunities to explore the garden and local parks on a regular basis. Furthermore, they take part in regular outings to the local toddler sessions and children's centre activities, which supports their communication, language and social skills. The childminder works closely with parents to ensure that she knows all the required information about each child before they start with her. She encourages regular communication and discussion with parents to ensure that everyone is up to date with ongoing information that may need to be shared. All children are given opportunities to choose resources from those available to them and the childminder supports this by encouraging them with ideas of what they can play with.

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

Children's awareness of their personal safety is sound because the childminder uses everyday situations to reiterate this. For example, during a creative activity children are reminded not to walk around with pens in their mouth in case they fall and hurt

themselves. Additionally, the childminder talks about safety in the home and encourages all children to tidy away resources so that hazards are minimised. However, not all safety issues are addressed. For example, the childminder does not meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children's safety is compromised. Children are settled in the childminder's home and leave their parents and carers with ease. The childminder interacts kindly with children and supports their emotional well-being through the cuddles she provides. She joins in with their play and happily interacts with them as, for example, they make tea and coffee in the pretend kitchen.

In her role as key person the childminder is supporting children with their friendships and attachments. She provides opportunities for them to meet up with others at the regular outside groups they attend and in the childminder's home they take turns during activities, such as when building with construction resources. The childminder supports children's personal, social and emotional development because she praises and encourages them. For example, as they use a range of coloured pens in their drawings she tells them how well they are doing and how nice their pictures are. Additionally, the childminder encourages children in their move from home and onto school through additional support. Children behave appropriately because the childminder offers regular encouragement to follow the boundaries within her home. For example, children are reminded to take their shoes off on arrival and be kind to each other during their play. As a result, they learn about appropriate ways in which to behave.

The childminder does not promote children's understanding of healthy lifestyles. Children's health and well-being are not sufficiently promoted because they are not reminded of the importance of hand washing to remove germs. Additionally, there is no discussion about covering their mouths when they sneeze or cough. Furthermore, the childminder does not provide children with examples of good hygiene because she does not wash her own hands after blowing or wiping children's noses. Children eat a range of fresh, nutritious meals and snacks, including a picnic style lunch and a hot tea if required by parents. The childminder encourages sound relationships with parents to ensure that communication is encouraged and children's care needs are met. Settling-in visits are promoted and this supports the childminder's knowledge of each child's likes and interests and ensures that children feel secure in their move from home. Children's independence is supported as the childminder encourages them to carry out some self-care tasks, such as using the toilet and washing their hands independently.

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

This inspection was brought forward by Ofsted following concerns raised about the supervision and safety of children and an unannounced inspection was carried out. Arrangements for safeguarding children are inadequate because the childminder does not consistently promote the Statutory framework for the Early Years Foundation Stage safeguarding and welfare requirements. For example, children are left in sole charge of the childminder's assistants without them having the required first aid qualification. The

childminder is caring for more children in the early years than the Statutory framework for the Early Years Foundation Stage allow her to. Additionally, the childminder does not keep a record of children's hours of attendance. As a result, some legal requirements for both the Early Years Register and the compulsory and voluntary parts of the Childcare Register are not met and this means that children's safety is compromised. The childminder demonstrates some awareness of how to respond to safeguarding concerns, with regard to reporting child protection issues and she has attended additional training. She has a written safeguarding policy and has a range of documented risk assessments for outings, which children take part in. Additionally, the childminder has completed the required Disclosure and Barring Service checks for all adults living on the premises.

The childminder does not fulfil her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage with regard to the educational programmes. For example, she does not plan a range of experiences and activities to challenge and promote children's learning and development. Additionally, the childminder does not evaluate the activities children take part in, to ensure that they reflect the needs and abilities of those attending. Consequently, gaps in children's learning and development are not narrowed and teaching does not impact positively on their overall well-being. The childminder lacks knowledge and understanding of how self-evaluation is used to identify strengths and areas for improvement. This means that action is not taken to promote continuous improvement. As a result, the childminder is not ambitious about improving her setting or practice and weak reflection on practice has resulted in several breaches of requirements.

Relationships with parents and/or carers are in place, with the childminder discussing children's care needs on a regular basis, such as at drop off and collection times. Communication focuses on what children have taken part in during the day and the outings they may have enjoyed. The childminder shares children's learning journals with parents but there is limited discussion around their progress and achievements. This is because, although, the childminder does conduct observations she does not plan for children's next steps of learning and therefore, is unable to sufficiently assess where children are in their development. Relationships with other providers, delivering the Early Years Foundation Stage, are sound because the childminder discusses children's time at pre-school and primary school with staff and parents. As a result, the continuity of children's care is 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:

- keep a daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of 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	123389
Local authority	Hertfordshire
Inspection number	953764
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15/11/2010
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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