

Inspection date	02/01/2014
Previous inspection date	14/10/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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 does not meet a number of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. These relate to procedures to ensure children are not left alone with unvetted visitors and lack of fire detection equipment in order to ensure children's safety.
- Procedures for safeguarding children are weak as the childminder's policies and procedures lack some of the essential detail.
- Children' progress in learning is not adequately supported because the childminder does not use her observations to effectively plan challenging activities for each child's future development.
- The childminder has a poor knowledge of the Statutory framework for the Early Years Foundation Stage which impacts on her ability to continuously improve her provision.
- Children's independence is not fully promoted during snack times.

It has the following strengths

- Children are happy and settled as they have sound relationships with the childminder, therefore, they are relaxed and confident in her care.
- Children initiate their own play and activities freely. They are able to access the wide range of toys and resources on offer from the low-level storage available to them.

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 toured the premises used for childminding and spoke to parents.
- The inspector observed practice and interaction between the childminder and children during play and at snack time.
- The inspector looked at a range of documentation including parents' written comments, policies and procedures.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Christine Walker

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a semi-detached house in Maltby. The whole of the ground floor of the childminder's house is used for childminding and a detached purpose-built annex in the rear garden. There is an enclosed garden available for outdoor play. The childminder has a dog and a cat as pets. The childminder walks or drives to local schools to take and collect children. The childminder attends a local childminder's playgroup. There are currently 13 children on roll, 10 of whom are in the early years age group and attend for a variety of part time sessions. She operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. She supports children with special educational needs and/or disabilities and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure children are not left alone with unvetted adults even for a short period of time
- ensure fire detection equipment, for example, smoke detectors, are fitted and a record of fire drills maintained
- ensure the safeguarding policy and procedures are in line with current requirements, with particular regard to the use of mobile phones and cameras
- implement the planning of challenging and enjoyable experiences across the seven area of learning, based on rigorous observations, taking into account the individual needs, interests and next steps of each child to more effectively support their progress
- develop a knowledge of the Statutory framework for the Early Years Foundation Stage and use this knowledge to plan clear developments for the continuous improvement of the provision.

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

- develop children's independence further, for example, by allowing them to cut their own fruit and pour their own drinks at snack time.

Inspection judgements

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

The childminder has a warm and friendly relationship with the children. This supports them to separate from their parent at the start of the day. Children soon settle to play with toys from the wide range of resources available. The low-level storage boxes allow children to explore and make independent choices in their play. For example, children choose to play with a range of cars, trains and track. Older children build a train track round the floor and are encouraged to count the carriages, whilst younger children play with the big digger and cars. The childminder encourages their conversation skills as they talk about Christmas and the presents they received. Children are relaxed and show suitable levels of confidence as they play and invite the childminder to join in with them. For example, children invite her to be the shopkeeper as they engage in a self chosen game of shops. The childminder encourages the children to name the price of the goods as she rings them into the till. The childminder further develops children's language skills as she repeats simple words and offers praise and encouragement at their emerging language. She automatically corrects children's vocabulary as she remodels sentences using the correct word. For example, replacing 'broken' with 'break'. The child then repeats the sentence using the correct word. As a result, children are developing their communication and language skills appropriately.

The childminder provides opportunities for children to develop their physical skills as they play on the slide, or ride in the sit and ride car, or pedal the tractor. They walk to the nearby park, nature reserve, and woods to see the animals and enjoy running around in the fresh air. The childminder demonstrates a basic understanding of how children learn and develop. However, she has not applied this sufficiently well to ensure the children have an educational programme that is tailored to their individual learning needs. Consequently, children are not challenged to make as much progress in their learning as possible in all areas. The childminder observes children as they play and takes some photographs. However, these are not currently linked into the planning to ensure that all areas of learning and development are covered in sufficient depth to maximise each child's learning. The childminder plans informally for the children but this does not ensure that their next steps in learning and development are effectively identified or met. The childminder completes the progress check at age two and shares this with parents and the health visitor.

Children are prepared for some aspects of their next stage of learning and school. For example, children enjoy painting and drawing and a range of other craft activities, which are displayed. This gives them pride in their achievements and increases their self-esteem. Older children display pre-writing skills, as they are encouraged to write the first letter of their name. These skills are all useful preparation for later transition to nursery and school. The childminder further supports children's self-esteem and confidence as she talks with them positively about going to play group, nursery class or school. Children have positive relationships with each other and enjoy the interaction with the older children, the childminder takes and collects from school. The childminder shares information with each child's parents through daily conversations. She has suitable

relationships with the local schools and receives a copy of their newsletter so that they can work together to support children's learning.

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

The childminder carries out practice emergency evacuations from her home. However, these are not recorded and there is no smoke detector in the annex playroom. This compromises children's safety which cannot be fully assured. The childminder takes appropriate steps to build positive and trusting relationships with children and their families when they first start and builds on this throughout children's time in her care. When children move onto school and/or other settings the childminder suitably supports their transitions. She speaks kindly to the children, offering them 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 company of other adults, and separate from their parents with confidence. The childminder provides a suitable range of toys and resources, which are freely available to children, these are changed according to the needs and interests of the children.

The childminder ensures the premises are clean and she encourages children to follow suitable hygiene routines. For example, they wash their hands after using the toilet. As a result, cross-infection is minimised. Children's health is suitably promoted. Children benefit from a healthy menu, which includes a variety of nutritious snacks, such as fresh fruit. The childminder works closely with parents to ensure children's packed lunches contribute to children's healthy eating. For example, she follows the 'five a day' healthy eating policy. However, children's independence could be further fostered at snack time by allowing them to cut their own fruit and pour their own drinks. Children enjoy regular access to the garden and other outdoor activities, which encourages their healthy growth and development through physical exercise and fresh air. She allows them to take risks as they run in the nearby woods and play but ensures they remain in her sight. They walk to and from school and learn to cross the road in safety. The childminder takes children to the local childminder's support group, which allows them to engage in a wider range of activities and the children benefit from meeting others and becoming part of the local community which helps to promote their positive behaviour.

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

The childminder recognises the signs and symptoms of abuse and has attended recent training to update her knowledge. This ensures that children are referred to the relevant agencies should this be required. However, the childminder has not updated her safeguarding policy or considered in sufficient depth the appropriate use of cameras and mobile phones in the setting. This leaves children potentially vulnerable. The inspection took place following concern being raised to Ofsted regarding children being left for a short period of time with an unvetted adult. The childminder freely admitted leaving children in the annex playroom with an unvetted adult while she took a child a short distance into the house to use the toilet. The childminder accepts that this isolated

incident was a serious lapse of judgement, which will not be repeated.

The childminder implements suitable policies and procedures in respect of children's health. For example, with parental consent she administers medication to children and maintains required records. Accidents are recorded and parents sign forms acknowledging that they have been informed. She has acted on the previous recommendations. For example, she records children's attendance ensuring the times children attend are clearly recorded and the complaints policy has been updated to include Ofsted's address. The childminder has adequate risk assessments in place that help ensure children's safety. The childminder has an effective behaviour management policy and as a result, children's behaviour is good, they are reminded to say 'please' and 'thank you' and know how to share toys and resources. However, the childminder keeps minimal records of children's progress and activities and there is no clear improvement plan in place to support children's achievements over time, or to evaluate the setting. This impacts on the childminders ability to make future developments and demonstrates a lack of knowledge of the Statutory framework for the Early Years Foundation Stage.

The childminder works in partnership with parents, in order to meet children's individual needs. Parents are informed about the provision when children first start. Consequently, they can make an informed choice about the children's care and education. The childminder talks to parents or carers daily exchanging information about the child's day and any new achievements they have made. This keeps them updated on what their children do. The childminder has an appropriate understanding of developing links with providers where children attend other settings, in order to complement their learning and balance the experiences children receive. She is in the early stages of working in partnership with other professionals where children are identified as having special educational needs and/or disabilities and recognises the importance of this. Parents spoken to on the day and evidence from written comments are complimentary and overall parents are happy with the service she provides.

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 children are not left alone with unvetted adults even for a short period of time (compulsory part of the Childcare Register)
- ensure fire detection equipment, for example, smoke detectors, are fitted and a record of fire drills maintained (compulsory part of the Childcare Register)
- ensure the safeguarding policy and procedures are in line with current

requirements, with particular regard to the use of mobile phones and cameras.
(compulsory part of the Childcare Register)

- ensure fire detection equipment, for example, smoke detectors, are fitted and a record of fire drills maintained (voluntary part of the Childcare Register)
- ensure children are not left alone with unvetted adults even for a short period of time. (voluntary part of the Childcare Register)
- ensure the safeguarding policy and procedures are in line with current requirements, with particular regard to the use of mobile phones and cameras. (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	500644
Local authority	Rotherham
Inspection number	949354
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	14/10/2009
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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