

<b>Inspection date</b>	18/11/2013
Previous inspection date	20/11/2012

<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		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**

- There has been a failure to meet some of the actions set out previously regarding the childminder's understanding of the learning and development requirements. The childminder has significant gaps in her understanding and skills. She fails to ensure that the quality of her teaching is effective and as a result, children are not challenged in their learning and development.
- There has been a failure to meet the action set out previously regarding obtaining an appropriate first aid certificate. As a result, children's immediate medical needs and safeguarding is compromised.
- Poor systems for self-evaluation means that weaknesses in the quality of teaching and ways of making improvements are not identified or appropriately addressed to enhance children's learning and welfare needs.

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

- The childminder is kind and caring with children and has adequate partnerships with parents. Children are forming warm attachments with her which results in them feeling secure and happy.
- Children behave well and show confidence as they explore the toys and activities.

## 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 spoke with the childminder and interacted with children at appropriate times throughout the inspection within various rooms of the childminder's home.  
The inspector sampled a selection of documentation, suitability of individuals, including child development records, training and qualification documents, risk assessments, car details, medication records, written policies and procedures and other required records.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents as previously discussed with the childminder.

## Inspector

Judith Rayner

## Full report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents and siblings in a house in Hucknall, Nottinghamshire. The whole of the ground floor, one bedroom and bathroom on the first floor and the rear garden are used for childminding. The family has tropical fish and a bird as pets.

The childminder attends a playgroup and activities with children at the local children's centre. She visits the shops and park and collects children from the local schools and school nursery. There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She 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 that an approved local authority first aid certificate is obtained and maintained
- increase knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage to support children's learning effectively and review all aspects of learning and assessment to ensure children are making good progress in preparation for their next steps in learning
- foster a culture of continuous improvement to obtain a clear view of what needs to be done to develop and to bring about improvements for children and the quality of teaching
- ensure robust observations of children's learning are undertaken and assess their progress across the seven areas of learning in relation to their age and stage of development, using this information to plan the next steps for each child.

### Inspection judgements

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

The quality of teaching is weak, resulting in children not being sufficiently challenged or provided with opportunities to enhance and extend their learning. The childminder misses

many occasions where children's learning and development is not enthusiastically supported. For example, children spend time using glue sticks and pre-cut shapes of paper. They use the glue stick well to stick various shapes on the paper and proudly show off their freely-expressed artwork. Although, the childminder acknowledges their creative artwork, she does not extend their learning or engage in conversation to enhance children's imaginative and language skills. This is because she does not ask them open-ended or general questions about their artwork. The childminder lacks the teaching skills to enhance and sustain shared thinking while making use of the resources that the children have chosen to play with.

Observations of children are carried out and assessments made, although, these are not undertaken regularly enough to robustly track children's progress. The childminder does not use this information to inform her practice well enough to plan more challenging activities to enhance children's learning. Each child has their own learning journey record containing written evidence of their progress supported by some creative artwork samples and photographs. These are shared with parents, helping them to understand where their children are in their stage of development and what activities they have been involved with. The childminder uses the link-book from school to help parents continue their child's learning at home. For example, the childminder talks to parents about how phonics are pronounced, so that children receive consistent messages to help develop their language skills. Furthermore, children are generally supported in their readiness for school. The childminder helps children to be more independent by encouraging them to take off and put on their own coats.

Children happily engage in activities, which help support their mathematical skills. They sit on the childminder's knee using magnetic numbers placing them in sequential order and then match them in groups of colour with the childminder. She introduces a game by taking numbers away and the child confidently guesses which one is missing and replaces the number back in their correct order. Children also enjoy attempting to complete puzzles containing more than 12 pieces. They sit on the floor trying to place edge pieces together to form the frame of the puzzle. The childminder sits with children gently guiding them while referring to the picture on the puzzle box to help them fit the pieces correctly together.

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

The childminder's understanding of the safeguarding, learning and development requirements is inadequate and has an impact on children's overall well-being. For example, the childminder does not have a paediatric first aid qualification, which compromises children's health and safety needs. However, children are happy and settled, they are confident to explore and have secure attachments with the childminder. This is because the childminder is kind and caring and has gathered useful information from parents to help children settle. Children behave well and are praised on their achievements by the childminder. This also helps children enhance their self-esteem. Children learn incidentally about keeping healthy. They independently visit the toilet and wash their hands after they have finished. The childminder helps prevent the spread of germs because she regularly changes the hand towel that the children use. The

childminder does help children learn about keeping safe. For example, she talks to the children about the importance of holding on to the pushchair while walking on the pavement and not to go near the road or near the cars because it is dangerous.

Children spend time at the park to help them try more challenging equipment compared to what the childminder offers in the back garden, which helps keep them healthy. They make independent choices in their play because the childminder provides a mostly appropriate range of toys and activities that are suitable for the age and ability of children in her care. Children enjoy meals that are prepared by the childminder, which have been previously discussed and agreed with parents. The childminder offers children varied meals from light snacks to more substantial meals, such as hot meals in accordance with their individual dietary needs. Children independently access drinks throughout the day because the childminder ensures they are stored on low-level shelving and tables. She monitors their intake of fluid to make sure they do not get thirsty.

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

The childminder has not ensured that all of the safeguarding and learning and development requirements are fully met. The childminder has too little understanding of the learning and development requirements. This is because she lacks secure knowledge and understanding of how to implement effective teaching skills in her practice. As a result, children's learning and development at times is limited. Children are insufficiently challenged. This is because the childminder does not have a clear understanding of how to robustly track children's stage and pace of development and plan relevant activities or be spontaneous to consistently support their next steps in their learning. For example, children make marks with chalks and announce they have made a rectangle. Although, the childminder acknowledges what the children have drawn, she lacks the skills to further enhance and embed their learning because she does not challenge children to find more shapes, such as in the room that resemble the shape of a rectangle. Furthermore, children continue drawing and produce a well-formed circle, announcing what they have drawn. The childminder again acknowledges what they have drawn, but fails to extend and enhance children's learning by, for example, introducing further activities to find and talk about circles.

The childminder has little understanding of how to make continuous improvement without the support of other professionals, such as with local authority involvement. Furthermore, the childminder has not been successful in ensuring all previous actions from the last inspection have been met. As a result, children do not benefit from the way in which the childminder monitors the service she provides to make improvements. Although, the childminder talks to parents about suggestions to help and support children in making improvements about the service she offers, she does not implement these in her practice successfully. Furthermore, the childminder watches what children play with to provide some toys building on their interest, but fails to provide more challenging activities to support and enhance their learning further. Partnership with parents is adequate. The childminder works flexibly to meet parents changing work patterns and personal circumstances and keeps parents up to date regarding their child's daily events, learning

and care needs through discussion. She also keeps parents informed about the links between other professionals, such as with teachers by sharing phonic work to support children in developing their language skills. The childminder is familiar with the progress check at age two years and discusses any emerging concerns with parents and/or professionals should this be required.

A written safeguarding policy, which includes the use of mobile telephones and cameras is shared with parents from when the child first starts. This enables parents to understand the childminder's role and responsibilities to protect children. The childminder knows the correct procedures to follow should she have any concerns regarding a child in her care. Children are supervised appropriately. The childminder also ensures that all contents of an appropriate first aid box is kept accessible at all times. However, should children need urgent medical treatment, their immediate welfare and medical needs are compromised because the childminder has not obtained an approved paediatric first aid certificate. This is a breach of requirements and for both parts of the Childcare Register. The childminder undertakes risk assessments for all areas that children come in to contact with inside the home, garden and when on outings. This helps children explore the toys and activities safely. A suitable range of policies and procedures and records relating to individual children, including the administration of medication, are securely in place and meet requirements of the Statutory framework for the Early Years Foundation Stage. Furthermore, all required documentation, such as appropriate car insurance is valid and is in place ensuring that children who travel in the car are safe.

### 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)
- ensure an appropriate first aid qualification is obtained (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>	EY445997
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	895965
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/11/2012
<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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