

Inspection date	27/02/2014
Previous inspection date	29/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children have affectionate relationships with the childminder and her assistants. As a result, they play confidently and feel secure.
- The childminder knows the children well and understands their interests. This enables her to plan activities that reflect children's individual interests and promote their enthusiasm for learning.
- The childminder works in close partnership with parents to provide a sense of security for the children and meet their individual care needs well.

It is not yet good because

- The childminder has left the children in the sole charge of assistants for a significant period of time. At the time the assistants did not hold the required first-aid training. This affects children's safety and is a breach of the requirements for the Early Years and the Childcare Registers.
- Not all assessments of children's learning are carried out consistently, which means the ongoing understanding of children's progress is not always clear.
- Children are sometimes distracted by unnecessary background noise and visual stimulation, such as the television, which is left on while children play.

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 her assistant at convenient times during the inspection.
- Children's activities in the living room and kitchen were observed.
- A range of documentation was examined, including training records, registers, children's learning records and policies and procedures.
- Parents' views were taken into account through questionnaires and testimonials.

Inspector

Veronica Sharpe

Full report

Information about the setting

The childminder was registered in 2011 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 aged 17 and five years in a house in Littleport, Cambridgeshire. The whole of the property is used for childminding purposes. There is an enclosed rear garden for outdoor play. The family has a dog, four cats, two rabbits and some fish as pets. There are eight registered assistants, of whom no more than two work with the childminder at any one time. Some of these are family members who provide occasional care during holidays and in emergencies.

The childminder takes children to local toddler groups and activities at the children's centre. She visits the shops and park on a regular basis. Children are collected from the local schools and pre-schools. There are currently 27 children on roll, of these, 13 are in the early years age group. Children attend for a variety of sessions. The childminder offers her childminding service is all year round from 6am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. She holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- ensure assistants are not left in sole charge of children for periods of time longer than those specified in the Early Years Foundation Stage
- ensure assistants hold a suitable paediatric first aid qualification before having sole charge of children, including on school runs and outings.

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

- increase the regularity and availability of children's assessments to ensure there is a consistent understanding of their stage of development
- increase young children's concentration and listening skills by avoiding unnecessary distractions, such as background noise from a television.

Inspection judgements

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

Since the last inspection the childminder has improved parents access to their children's records by displaying them in her kitchen. This has encouraged parents to look through their children's records and contribute to them. Many parents do this verbally, but the childminder and her assistants listen to them, and add their own notes to the records. This gives them a better insight into children's interests and achievements at home, increasing their ability to plan tailored learning experiences. The childminder and her assistants support children effectively as they learn and often show good teaching skills. For example, as a child watches the beads in a rain stick tumble down, they encourage them to discuss what is happening and why. The childminder knows children well, and this enables her to plan activities taken from children's interests, such as exploring dinosaurs. Resources are chosen each day to support individual children and as a result, they have sufficient challenge to ensure they make steady progress in their learning and development.

Children are helped to become confident communicators because the childminder encourages two-way friendly conversations. She plans time for reading, supporting children's interest in literature by offering enjoyable story books. Activities such as painting and drawing help children develop an interest in making marks. This supports their physical development so they have the muscle control needed for early writing and are well prepared for school. Children enjoy playing imaginatively with small world toys, such as toy farm animals. They become engrossed in their own ideas, making up scenarios using the available farm buildings and figures. However, children are sometimes distracted because the television is switched on, providing background noise and visual stimulation, which affects their concentration. Children develop their senses by exploring their local environment. The childminder takes them for walks where they find snowdrops in the woods and look for birds and animals. Indoors, children sing songs and listen to music, they play interactive games, such as 'I spy'. All of which helps to develop their language skills.

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

Children develop secure emotional attachments to the childminder and her assistants. This is due to effective settling in processes that enable children and parents to get to know the childminder and other children. Children are supported appropriately to gain the skills needed when they move onto the next stage of their learning. For example, resources are easily available, enabling children to develop their independence and choose their own activities. The childminder has clear rules and boundaries that help children learn about appropriate behaviour. As a result, children play together well and learn how to share and take turns. The childminder has an effective equalities policy that helps to ensure that families from diverse backgrounds are made welcome. She and her assistants treat children with respect, and give them praise to promote their self-esteem. Children learn about each other's differences, for example, they share the photographs in their learning

records. Home languages are supported because the childminder works closely with parents to understand key words and phrases. Resources support boys and girls equally, enabling all to enjoy their learning experiences.

Children learn about healthy lifestyles through conversation and consistent routines. The childminder talks to children about hygiene routines, for example, why they need to wash their hands after handling the family pets. Parents provide some of their children's meals and have some helpful guidance from the childminder to encourage healthy choices. The childminder collects information from parents about individual dietary needs so children eat safe and appropriate food. Children have daily opportunities to be outdoors and benefit from active exercise. The enclosed garden is well-equipped, enabling children to gain physical confidence on wheeled toys and play energetic games. The childminder takes children to local groups so they develop their social skills in various situations. As a result, they are well prepared for the social challenges of school. The childminder is conscientious about helping children keep themselves safe. For example, she teaches them about road safety and gives them frequent opportunities to practise the fire drill.

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

This inspection was carried out as a result of concerns that the childminder had left minded children in the care of her assistants for more than the period allowed. Additionally, there were concerns that the assistants did not hold a suitable first aid certificate. At the inspection we found that the childminder had left two of her assistants in sole charge of the children on one specific occasion for more than the prescribed period. This is a breach of the requirements for the Statutory framework for the Early Years Foundation Stage and the Childcare Register. Although those assistants did not hold a paediatric first aid certificate at the time they had both attended a first aid at work training course. This minimised any risks to children in the event of an accident. Nonetheless this is also a breach of requirements. Both assistants have subsequently attended a suitable first aid course, which means they are now able to have sole charge of the children for short periods of time, subject to parents' permission. The childminder and her assistants understand the signs and symptoms of child abuse and know the procedures to be followed if there are concerns about a child's welfare. The childminder has contact numbers of the local safeguarding agencies available to help her keep children safe. Written policies and procedures inform parents about the childminder's responsibility to safeguard their children. The childminder carries out effective risk assessments to ensure children's safety on outings. All children wear high-visibility jackets and have clear rules to follow that help to keep them safe. Daily checks on the home and garden further minimise risks to children.

The childminder supports her assistants' professional development appropriately and both are working towards increasing their qualifications. The childminder herself has recently completed a childcare qualification at level 3. As a result, they all demonstrate a secure understanding of the areas of learning. This helps the childminder to provide a balanced educational programme that enables children to make steady progress towards the early learning goals. Self-evaluation is developing into an effective tool to help the childminder

improve the provision. For example, she has identified a business management course that will help her manage the provision more effectively, thereby improving children's welfare. The childminder carries out a progress check on children when they are two years old and has summaries prepared for when children go to pre-school, or school. This enables her to gain an overview of children's achievements at particular stages of their development. However, in between times, assessments are irregular and not always available in order to have a consistent and secure understanding of children's learning needs.

The childminder has positive relationships with parents and effectively shares information with them about children's routines and activities. They communicate in various ways, including daily conversations and the children's individual learning journals. The childminder has a suitable range of written policies and procedures to tell parents about the childminding provision. Parents' testimonials and questionnaires indicate that children benefit from a good range of activities and that they enjoy attending the setting. The childminder collects essential information from parents to appropriately support children's welfare, such as contact details, emergency carers and medical information. She has well established systems to work with other providers, including the local primary school. This enables her to suitably support children's continuity of care and learning. She has experience of working with other professionals, such as physiotherapists, to suitably support children with special educational needs and/or disabilities.

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 the childminder is present when childcare is being provided, unless for a maximum of two hours per day when a childminding assistant is present and parents have given their consent for their children to be left with the assistant (compulsory part of the Childcare Register).
- ensure the childminder is present when childcare is being provided, unless for a maximum of two hours per day when a childminding assistant is present and parents have given their consent for their children to be left with the assistant (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	EY429877
Local authority	Cambridgeshire
Inspection number	955176
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	27
Name of provider	
Date of previous inspection	29/08/2013
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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