

Inspection date	06/03/2014
Previous inspection date	12/09/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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

- Although the childminder has suitable policies and procedures in place, she does not have a robust awareness of child protection issues, which compromises children's safety and welfare.
- The childminder has taken some steps towards addressing previous inspection actions, however, she still lacks knowledge and understanding of the learning and development requirements, so assessment of children's progress is minimal.
- Self-evaluation remains ineffective in identifying strengths, weaknesses and compliance with requirements, therefore improvements to practice are limited.
- At times the childminder demonstrates appropriate hygiene routines, however, she does not always remind children about them to promote and reinforce learning.

It has the following strengths

- Children settle well and show that they feel at home with the childminder.
- The childminder provides a variety of age-appropriate and accessible toys, so children can make independent choices in their 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 observed children having lunch and in their play activities.
- The inspector had discussions with the childminder.
- The inspector read a sample of policies and procedures.
- The inspector looked at current action plans and made note of improvements to date.

Inspector

Julie Wright

Full report

Information about the setting

The childminder registered 1988. She lives with her partner in the Mainstone area of Plymouth. Childminding takes place on the ground floor of the home with access to bathroom facilities upstairs. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, three of whom are in the early years age range. The childminder takes children to local carer and toddler groups.

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:
develop secure knowledge and awareness of safeguarding issues, in order to identify signs of possible abuse, to protect children from harm.

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

- develop knowledge of the learning and development requirements and implement observation and assessment procedures, to show children's progress and plan clearly for their next steps
- reflect on practice in order to identify how to improve ways to support children's learning and development.
- develop effective systems of self-evaluation to identify areas of weakness and bring about continuous improvement.

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

- improve hygiene practice to enable children to learn consistent routines.

Inspection judgements

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

The childminder has had support since the last inspection to help in the delivery of the Early Years Foundation Stage but improvements have not met all requirements. She has been given advice and documentation with regard to the assessment of children's progress, including the required two-year progress check, but improvements to practice do not go far enough in meeting children's needs. The childminder has begun to collect photographs of children in different activities and samples of their creativity. These include children's paintings, drawings and examples of writing, which provide some evidence of children's progress. The childminder demonstrates a general awareness of children's development. For instance, when children build with toy bricks she knows that this helps them learn to balance things. The childminder is aware of skills that help children to be ready for school. For example, she teaches children learn to recognise numbers, to write their names and to like books. However, the childminder does not clearly plan for children's progress in all areas of learning.

The childminder asks children what they want to do and follows their play ideas. This means that learning is often incidental rather than clearly planned. She has awareness of what children like to do and enables them to make choices. For example, children choose to play imaginatively with the dolls, cut with scissors and create birthday cards for a family member. This leads to a game of 'making presents', where children like to wrap things in paper. The childminder responds to children's interests and requests. For example, she willingly provides paint pots when children ask for them. Children describe what they are doing and talk about animals as they paint 'a giraffe'. The childminder has friendly chats with the children, although does not often take the opportunity to extend learning through asking useful questions to encourage children to think. The childminder talks to parents about children's activities and care needs. She also speaks to key staff who are involved with children that attend more than one setting. These general discussions contribute to continuity of care of care for children.

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

The childminder takes some steps to promote safety but this does not go far enough. For example, she has practised the fire drill with children to help them understand what to do in an emergency. However, not all aspects of children's safety and welfare are protected. This is because the childminder does not have a secure understanding of the signs and symptoms that indicate potential child protection concerns or know what she should do if she identifies such concerns. Her lack of knowledge places children's well-being at potential risk. The childminder helps children for the most part to learn about hygiene routines and develop independence in their self-care. For example, children ask for a wipe

to clean their hands when they are sticky after eating. However, the childminder does not always remind children to do this before lunch, which is an inconsistent approach in promoting health. Suitable arrangements are in place for the provision of food and drink, to meet children's dietary requirements. Children sit at a low table to eat and drink, while babies are on the floor supported in an age-appropriate seat. The childminder also feeds babies on her knee so they feel secure and content. Suitable provision is made for outdoor play when the childminder encourages children play in the garden or takes them to the park for fresh air and exercise.

The childminder has been looking after children for a significant time and forms long-term relationships with families. She has cared for numerous siblings and has warm relationships with parents, relatives and children. The childminder provides a warm welcome and children are happy in her care. They arrive back from their morning trips and chat with confidence. For example, children talk about where they have been and what they plan to do. Children select toys and activities in the conservatory, which has various items for them to choose. The childminder places toys in reach of non-mobile babies so that they have things to look at and shake. For instance, babies like the books and rattles. Babies smile in recognition as the childminder talks to them, which shows that they form close relationships and attachments. The childminder is aware of children's individual care needs, such as babies' sleep times. She checks sleeping babies on a regular basis to make sure that they are safe. Children learn to cooperate and behave well, so they develop positive social skills. They were seen to show pride in their achievements, such as when they talked about the stickers they received at pre-school. The childminder praises children and tells them how good they are in acknowledgement.

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

The childminder does not demonstrate a sufficient knowledge and understanding of the welfare and learning, and development requirements. With guidance from the development service, the childminder has updated and reviewed all her childcare policies and procedures. These now include all the required elements and are available to parents. However, the childminder is not familiar with or knowledgeable about all procedures. The childminder is unable to recognise the signs and symptoms of different types of abuse, which limits her ability to protect the children in her care. However, the childminder has contact details for agencies who deal with child protection concerns. The childminder attended child protection training in 2012, although she does not fully recall or revise learning. Actions taken to tackle areas of weakness are ineffective. Therefore, safeguarding knowledge is not thorough enough to protect children's welfare. The childminder maintains a first aid qualification to meet the welfare requirement.

Previous actions have been partially addressed resulting in some improvement. For example, the childminder notified Ofsted of persons living on the premises to ensure suitability. Records and documentation are in appropriate order and information has been

made available to parents. The childminder efforts to understand and meet the learning and development requirements have not been effective, so further actions are raised. The childminder lacks understanding of how to evaluate her provision effectively. She relies on the advice of outside professionals, but has not completed all the steps suggested by the development worker, so progress is limited. The childminder describes positive relationships with parents and others. For example, information is now shared between parents, health visitors and the childminder, to support children's individual development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	117339
Local authority	Plymouth
Inspection number	953761
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	12/09/2013
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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