

Inspection date	05/02/2014
Previous inspection date	21/08/2013

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

- There has been a failure to meet the action set previously regarding risk assessments. Children are still at risk of potential harm because the childminder has not embedded robust practice to ensure the hygiene hazards in the back garden are minimised.
- There has been a failure to meet the action set previously regarding the support of children's learning. This is because the childminder does not have a secure knowledge and understanding of the prime and specific areas of learning. This does not ensure clear assessments of children's individual learning are carried out to understand their level of achievement, interests and learning styles.
- Some information is not gathered robustly enough to ensure that the childminder has a clear understanding of who has parental responsibility for the child.

It has the following strengths

- The childminder is kind and caring with children, which results in them feeling secure. They are forming warm attachments with her.
- The childminder gathers useful information from parents to help their child settle and works flexibly to meet the ongoing and changes needs of parents.

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 inspectors spoke with the childminder and interacted with children at appropriate times throughout the inspection, outside and within various rooms of the childminder's home.
- The inspectors sampled a selection of documentation, including child development records, risk assessments, accident records, written policies and procedures, such as the complaints procedure and other required records.
- The inspectors completed a joint observation with the childminder.
- The inspectors took account of the views of parents, as previously discussed with the childminder, and their written comments.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Retford, north Nottinghamshire. The whole of the house is used for childminding, although most care is provided on the ground floor. Children have access to a first floor bathroom and a rear garden. The childminder has three cats and four chickens as pets. The childminder works with assistants. She attends, with the children, various activities within the community, such as the local children's centre. She visits the shops and park with the children on a regular basis. The childminder and her assistants collect children from the local schools and pre-schools. There are currently eight children on roll, five 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 6pm, Monday to Friday, except bank holidays and family holidays. She also offers overnight care as and when required. She is a member of the Professional Association for Childcare and Early Years.

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:

assess the risk to children's safety and identify how the risk will be removed or minimised; this is with particular regard to all hazards in the outdoor area

ensure the premises, including outdoor spaces, are safe for children to use and that procedures which cover identifying and dealing with hazards are implemented.

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

- increase knowledge and understanding of the prime and specific areas of learning to ensure clear assessments of children's individual learning are carried out, to understand their level of achievement, interests and learning styles
- ensure information about any other person who has parental responsibility for the child is recorded for each child in your care
- ensure the premises, especially the back garden has appropriate risk assessments in place to minimise hazards and hygienic practice is consistently implemented.

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 consistently challenged or provided with good opportunities to enhance and extend their learning. This is because the childminder lacks secure knowledge regarding the prime and specific areas of learning and the ability to implement consistent and robust teaching skills. For example, at times during a creative mask making activity, children are left to complete the task with limited input from the childminder because she focuses too much on the inspectors. As a result, children become frustrated and learning opportunities are missed. Observations of children are recorded and assessments are made of their progress, although some of these have not been completed for a while. However, the childminder does know where she is taking the children in their next steps of learning. For example, children are being encouraged to enhance their skills in colour recognition. The mask making activity was not used effectively to support these children's next steps. Each child has their own 'All about me' file, which the childminder shares with parents. This helps them understand the stages of development and photographs provide pictures of what children have been playing with. From this, the childminder makes suggestions to support parents in continuing to help their child learn at home. She also recognises the importance of helping children prepare for their move on to school, by helping them enhance their literacy skills when reading a story. The childminder liaises well with teachers and written consent from parents enables her to gather additional information to support her in providing play for children, based on their next steps of learning.

Children enjoy exploring the toys. Outside they access a free-standing tray with compost and utensils, where they can dig freely. They quickly move over to the fairy garden excitedly and are interested in what the fairy has left in the egg today. The childminder gets down to the children's level encouraging them to have a guess at what's inside by rattling the egg, so they are able to hear a noise. However, she does not provide enough time for children to respond or extend the activity to support their imaginative and language skills. Inside, children particularly enjoy enhancing their imaginative skills as they build train tracks for the trains to move along, as well as, care for baby dolls in pushchairs and baby seats. The childminder sometimes asks open-ended questions to help extend children's learning. For example, she asks children how to care for the baby doll, to help it settle and reminds them to be gentle when helping the baby doll to go to sleep. Children rock the baby seat more slowly indicating that they have understood and worked out by themselves what they need to do to settle the baby doll. They are confident and know what they want to play with, and also make decisions as to whether play inside or outdoors.

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

Overall, children are settled. However, the childminder's understanding of the learning and development requirements are inadequate. As a result, this impacts on children's overall well-being. Children sometimes are learning incidentally because the childminder is not

always consistent in her teaching skills. For example, throughout the inspection the childminder focuses too much on sharing information with inspectors, as a result, sometimes children displayed unwanted behaviour because the childminder does not use consistent and effective teaching skills. However, she calmly and sensitively explains to the children what is acceptable and what is not. Children, on these occasions, settle quickly and engage in play. They are settled with the childminder and have formed secure attachments with her. They happily receive and give cuddles, responding. This is because the childminder has gathered useful information from parents from when the child first starts, enabling her to provide relevant activities that the children are interested in. Children generally behave appropriately, showing confidence and independence when they explore the toys. They play alongside one another, sometimes learning how to share toys with friends because they are mostly guided by the childminder.

Children show appropriate levels of independence for their age. This is because the childminder ensures that toys inside are safe, suitable and easily accessible. They suitably learn about the importance of washing their hands before they eat. However, they are not consistently supported in knowing the importance of washing their hands after the using the potty. Children are learning about dangers because the childminder talks to them about possible hazards. For example, she talks to children about the different berries in the garden and which ones are suitable to eat once washed, such as blackberries. However, the lack of robust risk assessment by the childminder does not ensure children's safety, particularly when using the back garden. Children enjoy meals which the childminder provides and these meet their individual dietary needs. They sit well at the low-level table and independently feed themselves, eating shepherd's pie and vegetables. Furthermore, the childminder offers children fresh fruit and access to drinks throughout day. Children have some opportunities to spend time outside enjoying the fresh air while exercising. They try more challenging apparatus at the park to help develop their physical skills.

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

This inspection was brought forward because there were concerns raised regarding meeting children's needs, risk assessments and the partnership with parents. The childminder has not ensured that all of the statutory welfare, learning and development requirements are fully met. Children are still at risk of potential harm because the childminder has not embedded robust practice to ensure health hazards in the back garden are minimised. For example, some areas of the back garden are not enclosed, which allows children access to hazardous items. The childminder also cares for cats and chickens. Risk assessments are not robust because where children play outside, they still have access to chicken faeces on the ground because she does not wash this area down regularly enough to ensure it is clean. These are also a breach of both parts of the Childcare Register. Cat food is not accessible to children because the childminder ensures this is kept out of their reach and poses no harm to children. Furthermore, she does not have a secure knowledge and understanding of the prime and specific areas of learning to ensure clear assessment of children's individual learning are carried out, to understand their level of achievement, interests and learning styles. For example, although the

childminder is aware of the seven areas of learning, she is not confident or knowledgeable of how the prime and specific areas relate to supporting children's varying ages and abilities when planning play. Also, at times, the childminder's teaching skills are inconsistent. As a result, children's individual learning, at times, is hindered. Children's health is suitably supported. For example, the childminder liaises with parents appropriately to ensure children's personal needs are met, such as potty training. This ensures children are comfortable and happy when transitioning from wearing nappies to pants.

The childminder reflects on how well the day has gone and how the children have played with the toys. She also talks to parents to find out their ideas and suggestions to help and support her in meeting their children's care and learning needs. She uses this information to plan future activities and improvements to the service she provides. She has failed to successfully address previous actions set out from an earlier inspection, her methods for ensuring continuous improvement are inadequate. As a result, children do not benefit from the way in which the childminder monitors the service she provides to make improvements. However, she does have positive links with local authority professionals for seeking further advice and support when making some improvements. For example, records are more organised and accessible for inspection, are held securely and most are accurately recorded. All accident records are completed well and parents signatures obtained. The childminder does not have robust methods for the seeking of information about who has parental responsibility for some children she currently childminds. She understands the importance of keeping the regulatory body updated with any significant changes or events, should this occur. The childminder understands that her role and responsibility is to safeguard children. She has a clearly written policy which is shared with parents when their child first starts. The childminder is confident to deal with any concerns regarding a child in her care and is aware to adhere to current safeguarding procedures. For example, she has appropriate procedures in place for the taking and use of photographs of children. She ensures that the assistants she works with are also confident to deal with any concerns and what procedures to follow. She does this by having regular meetings to share information and also to discuss their training needs. The childminder provides a sufficiently safe environment indoors and supervises children closely while they access a range of appropriate toys on low-level shelving or in boxes placed on the floor.

The childminder involves parents from the start, gathering useful information about their child's level of development and their overall needs. They are kept up to date regarding their child's daily events, learning and care needs through discussion and some written information. She offers flexible care supporting the changing needs of the parents, from which children benefit. Parents are kept informed regarding their child and should they have any concerns, are able to inform the childminder in various ways to raise these with her. Furthermore, the childminder has suitable systems in place to track any concerns raised by parents. The childminder links with other professionals to support children through various new challenges in their lives, such as moving on to school or consulting with parents and professionals, summarising children's progress regarding the progress check at age two. She also understands the importance of working with other providers who share the care of her minded children when the need arises, to support their continuity of care. Furthermore, the childminder, with the children, attends community

resources to enhance children's learning and care needs, such as the local children's centre.

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 premises are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure the premises are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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	EY441088
Local authority	Nottinghamshire
Inspection number	948777
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	21/08/2013
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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