

Inspection date	30/04/2014
Previous inspection date	25/10/2011

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 have a secure and up-to-date knowledge of how to appropriately respond to protect children from abuse and neglect.
- The childminder has a poor knowledge and understanding of the requirements of the Early Years Foundation Stage. As a result, her practice is weak and there are breaches in requirements which have a significant impact on children's safety and learning.
- Children's ongoing learning is not appropriately supported because the childminder does not use observation and assessment to plan for children's future learning. Her teaching is weak and children are not provided with a sufficient range of experiences resulting in some children lacking enthusiasm for learning.
- Systems to gather and exchange relevant information with the children's parents and other early years providers are not in place to ensure continuity of care and support children's learning.

It has the following strengths

- The children are happy and the relationship between childminder and children is positive.
- The childminder provides a flexible childminding service to the children and their families.

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 discussed with the childminder how she intends to deliver the educational programmes for children.
- The inspector looked at policies and documents the childminder will use when caring for children.
- The inspector looked at documents and discussed issues relating to the management of safeguarding children within her care.
- The inspector looked around the areas of the home that are used during childminding hours.
- The inspector discussed self-evaluation as a way of identifying improvement for future development of practice.

Inspector

Tracey Hobbs

Full report

Information about the setting

The childminder was registered in 2009. She lives with her husband, a child aged 14 years and two adult children, in the Braunstone area of Leicester. All of the ground floor of the childminder's home is used for childminding and there is a fully enclosed garden available for outside play. The childminder is currently minding eight children, five of whom are in the early years age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends children's groups within the local community.

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 only left in sole charge of registered assistants whose suitability has been appropriately checked for their role by Ofsted
- develop knowledge of safeguarding procedures in order to be able to identify, and respond appropriately, to signs of possible abuse and neglect and protect children from harm
- improve knowledge and understanding of the learning and development requirements to raise the quality of teaching and ensure that children receive a balance of child-initiated and adult-led play based learning experiences that promote their enthusiasm for learning
- use observation and assessment to consider the individual needs, interests and stage of development of each child and plan challenging and enjoyable experiences for each child in all areas of learning and development
- develop sufficient records and obtain and share information with parents and other professionals working with the children to ensure safe and effective management of the provision for all children who attend.

Inspection judgements

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

The childminder has little knowledge and understanding of how children learn through play. She does not use planning, observation or assessment to provide activities for the children within her care. Therefore, the children's progress and learning is not consistent,

as activities do not cover the areas of learning in sufficient depth to provide adequate challenge for the children in her care. The childminder provides sufficient resources for early years children who attend the provision, and children confidently decide on what to play with. However, the childminder's poor understanding of the areas of learning results in weak teaching that is not matched to children's individual needs. As a result, children are not well prepared for school or their next stage of learning.

Children have some opportunity for physical play in the childminder's garden. The childminder takes the children to the local children's groups and parks where they have the opportunity to socialise with the wider community and have access to art and craft activities. Children's early communication is promoted because the childminder talks to them about what they are doing as they go about their daily activities. For example, while eating lunch she asks one of the children about their morning at playgroup.

The childminder builds relationships with parents, gaining appropriate information from them about their child's likes and dislikes. The childminder keeps parents up to date with what their children have been doing through a daily discussion. In the same way they inform her of what the children have been doing while not in her care. This exchange of information ensures she is aware of changes in children's routines and interests. The childminder discusses children's achievements with parents, however, because her knowledge of the learning and development requirements is limited she does not gather information from parents about children's prior learning. She has no system for keeping them informed of their children's progress or identifying any gaps in their learning so that they can support their children's early education at home.

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

Educational programmes do not cover the seven areas of learning and children are limited in their choice of activities and resources, as a result, children lack enthusiasm for learning. For example, toys are unimaginatively presented in a box taken out from a set of drawers. This means that children can only see what is available at that time and they are dependent upon the childminder for their choice of toys. The childminder does have further toys and resources, bringing them out at different times. However, children have no way of knowing what is available and are limited in their play by the small range of equipment available to them. Therefore, the childminder is not meeting their play needs and children are unable to follow their own interests and explore their own ideas. The childminder regularly visits the local primary school to drop off and collect children. This provides unplanned opportunities for younger children to learn about keeping themselves safe when crossing the roads.

Relationships between the childminder and children are positive, and children interact well with the childminder during the time they spend in her care. Children are aware of expectations for behaviour that include turn taking and sharing. The childminder acknowledges positive behaviour with praise, which builds their self-esteem and provides some support for their emotional well-being.

Admission information obtained from parents with regard to each child's individual care

needs is minimal. Information for parents on the childminder's practice is also minimal. For example, she does not share any information on safety, illness or accidents. This means parents do not know when children are to be kept at home during periods of illness and what the childminder's procedure is in the event of a child having an accident. Children's health is appropriately supported. Parents provide meals for their own children and the childminder provides snacks and drinks that are suitably healthy. She promotes good manners, by asking the children to say 'please' and 'thank you' to each other; demonstrating an understanding of the expectations within the home. Children are aware of personal hygiene practices to protect their own health. Children are encouraged to be physically active by trips to the park and use of the childminder's garden area in the summer months. The childminder maintains a current paediatric first-aid certificate so that she is able to deal with any minor accidents the children may have.

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

The childminder has a limited understanding of how to protect the children in her care. For example, she is not fully aware of the local procedures for child protection and who to contact, and when, should she have a safeguarding concern. She has a written safeguarding policy but this is not fully up to date with local procedures. This policy is not shared with parents so they not made aware of the childminder's responsibilities in keeping children safe from harm. The childminder carries out a written risk assessment which is available and reviewed annually. The suitability of all adult household members has been checked by Ofsted. The childminder gains written permission from parents to leave the children in the care of her husband to avoid taking them on school runs when it is raining. However, she has not informed Ofsted that her husband operates as her assistant so they can carry out further checks to approve his suitability to work as a registered assistant. This is a breach of requirements of the Early Years Foundation Stage.

The childminder has no understanding of the learning and development requirements. The childminder listens to the parents' views and observes what the children like to play with. However, she does not consider the ways that children learn and reflect this in her practice. The childminder does not plan purposeful play experiences. She does not formally assess children's progress to identify progress made or identify children's needs. As there is no educational programme, she is not able to monitor their delivery to support children's learning and identify gaps in their progress. The childminder has attended initial training but she has failed to improve her knowledge of how to promote children's learning.

As the childminder does not understand her role and responsibilities to meet the requirements of the Early Years Foundation Stage, she is unable to engage with parents to gather and share relevant information about the children's learning and development. The childminder's policies do not accurately reflect her current practice. The childminder does not share correct information with parents to help maintain the safe and efficient management of the provision, or meet the needs of all children. The childminder has general discussions with adults involved in the children's care on a regular basis. However, she does not share or gather relevant information about children's learning, as a result,

children attending other settings do not benefit from consistent care and support for their learning and 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	260311
Local authority	Leicester City
Inspection number	818576
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	25/10/2011
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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