

<b>Inspection date</b>	08/04/2014
Previous inspection date	14/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder has weak knowledge of the learning and development requirements and this has a significant impact on children's learning outcomes.
- The childminder has a poor system for assessment and planning and, as a result, is unable to securely track children's progress in learning, particularly when they are aged between two and three years.
- On occasions, the childminder does not supervise children or make sure they are within sight or hearing. This puts children's safety at risk.
- The childminder does not gain written consent from parents to administer medication and does not keep a record of what she has administered.

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

- During play, the childminder interacts with the children generally well, offering some support and challenge.
- The childminder has a positive relationship with the children, who behave well.

## 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's play and the childminder's interactions with them.
- The inspector observed and discussed the children's starting points and progress with the childminder.
- The inspector sampled relevant documentation including some safeguarding documentation and learning records.
- The inspector had a discussion with a parent.

## Inspector

Loraine Wardlaw

## Full report

### Information about the setting

The childminder was registered in 1998. She lives with her husband and a grown-up daughter who is a university student, in a house in Gosport. The house is within walking distance of local schools, shops and parks. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding four early years children on a part-time basis. She also offers care to school-age children. The childminder is a member of the Fareham and Gosport Network.

### What the setting needs to do to improve further

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

- ensure that children are adequately supervised, and always within sight or hearing
- ensure medicine administered to a child is accompanied by written permission from the child's parents and/or carer for that particular medicine and keep a written record each time medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable
- develop knowledge of the learning and development requirements, with particular reference to considering each child's individual needs, interests and stage of development and use this information to plan challenging and enjoyable experiences in all areas of learning and development
- review the progress of children aged between two to three and provide parents and/or carers with a short written summary of their development in the prime areas

### Inspection judgements

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

Children's needs are not being sufficiently met because the childminder has a poor understanding of the learning and development requirements as set out in the Early Years Foundation Stage Framework. She demonstrates, through discussion, she is not clear on how to promote the seven areas of learning, which means children are only partially supported in their early education. For example, the childminder gives children support to

thread beads and cotton reels. She encourages them to count and to learn their colours when she plays with them on the floor. However, because of the childminder's limited understanding of how to plan and build on children's knowledge and skills in all learning areas, there are many missed learning opportunities, both incidental and through adult-planned activities. For example, when sharing a book together about the dentist or during dentist role-play after a recent visit, she misses opportunities to promote learning. When a child enjoys talking on a play telephone, the childminder does not engage with them to promote a conversation. This does not fully support children's language skills or help them build on their vocabulary. The childminder observes children at play but she is unsure of how to assess children and how to plan for their future learning skills. Her record keeping does not include the tracking of children's progress towards the early learning goals. She has very limited learning information to share with parents, other than verbal feedback regarding basic skills children have mastered, for example, counting and colour recognition. Although the childminder currently cares for two-year-old children, she has not implemented the progress check for children between the ages of two and three years. This is because she is lacking in knowledge and confidence in meeting this particular requirement. This means she may not pick up on any gaps in learning or where children may require additional support.

Children who are two years old show they are happy in the care of the childminder, smiling and talking to themselves as they wander around the play space available to them. They enjoy seeing the childminder's pet duck in the garden, calling it by its name. However, the childminder does not provide enough challenge for children because of her weak teaching skills. For example, she does not seize the moment to engage with children in response to their excitement when seeing the duck. She does not talk to the children about the duck or, perhaps, sing a duck song. This is because the childminder does not build consistently on what children know and can do. She misses opportunities to extend their communication skills and their understanding of the world through the care, and close observation, of an animal, for example. This means that children are not able to make sufficient progress in their overall learning and development while in the care of the childminder. Consequently the childminder does not help children to acquire all of the skills they need for their future learning.

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

Children are looked after in a suitably caring environment where the childminder attends to their basic needs. The childminder relates to children in a sympathetic and understanding way. She demonstrates she has a positive relationship with children, and offers them some support and praise during their requests to play with the toy resources. Children behave well and understand the boundaries within the home. The childminder demonstrates, through discussion, that she manages children's unwanted behaviour in a positive and appropriate way, according to their age and stage of development. Children believe they are secure in the childminder's care, but on occasions, she leaves children unsupervised in the care of older children. This puts the safety of younger children at risk. For example, during a recent emergency dental appointment, a child was left with an older child for a

short time. This demonstrates the childminder's lack of knowledge of how to implement the requirements to keep children safe.

Children play, and are cared for, in a clean environment with a sufficient amount of play space. The childminder makes use of the local environment to take children on walks in the local community and walks to and from school each day. Garden play is limited to when the grass is dry. However, overall, children have daily fresh air and exercise. Children's nutritional needs are suitably met because they have regular drinks, snacks and hot meals prepared by the childminder. The childminder cares for sick children but she does not seek parental permission before administering medicine such as infant pain relief and eye drops, or inform parents when she has done this. This puts children's safety at risk. Age-appropriate play resources are on offer in boxes in a child-accessible unit in the dining room. A small table and chairs is available for mealtimes and table-top activities. Overall, children can make play choices to keep them occupied and amused. The childminder prepares them emotionally for their next stage of learning and, on occasions, she will help the move by sharing resources with the school, such as puzzles which the children enjoy doing.

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

The safeguarding of children is not good enough because the childminder fails to meet some of the safeguarding and welfare legal requirements. This unannounced inspection took place because Ofsted received a concern about the childminder's lack of knowledge of a number of the requirements as set out in the Statutory Framework for the Early Years Foundation Stage. This included the childminder's responsibilities for medication, suitable premises, risk assessment and requirements for information and records. The childminder demonstrates she has a secure understanding of the child protection procedure to take if she was worried about a child. However, her lack of supervision of children on occasions, and lack of recording when administering medicines, means she is placing children at risk of harm. This is in breach of requirements, including the requirements of the Childcare Register. Her documentation is not thorough and easily available because of the childminder's lack of organisation skills.

The childminder fails to implement her responsibilities to meet the learning and development requirements. This is because she has not developed her provision since her last inspection and has not adequately addressed her weak knowledge of the requirements. Consequently, she does not monitor children's progress sufficiently nor does she plan challenging and stimulating learning experiences for them. Her self-evaluation and improvement systems are weak because she is not ambitious enough to improve her knowledge and practice. The childminder does attend some training but she does not find it beneficial. She does not choose well-targeted training to meet her needs and to improve her knowledge, and her practice suffers as a consequence. Although she seeks some support from the local authority and other childminders, she demonstrates she has difficulty in understanding what she has to do to improve. The childminder builds friendly and sound relationships with parents. She shares information with them verbally on a daily

basis. However, the childminder's lack of systems to promote early education means she does not adequately work with parents on matters relating to children's learning and development. For example, she has not prepared and shared a progress check for children aged between two and three years. The learning records she does have are disorganised and not informative for parents.

### 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 that children receiving childcare are kept safe from harm, with particular reference to the supervision of children when outside the home (compulsory part of the Childcare Register)
- ensure records are kept and retained for two years of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm, with particular reference to the supervision of children when outside the home (voluntary part of the Childcare Register)
- ensure records are kept and retained for two years of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (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>	111665
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	959387
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/07/2009
<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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