

<b>Inspection date</b>	14/04/2014
Previous inspection date	09/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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How well the early years provision meets the needs of the range of children who attend		4
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### **The quality and standards of the early years provision**

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

- The childminder has a limited knowledge of safeguarding procedures in order to protect children from harm.
- The childminder does not have a suitable knowledge of the learning and development requirements. She does not use observations to accurately assess children's learning or plan high quality challenging experiences across all areas of learning. She does not carry out the required progress check for children aged two years.
- Children are put at risk because not all the necessary documentation is in place to help protect them, such as children's individual details and a record of their attendance.
- The childminder has not gained parental consent for medication. She does not consistently gain parental consent for outings for the children in her care and, as a result, this compromises children's safety.
- The childminder does not engage with parents and other settings that children attend to share information about children's development and promote a cohesive approach to their learning.
- The childminder does not reflect on practice in order to identify priorities for improvement.

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

- Children are settled in the childminder's care because she treats children equally and is warm and caring towards them. As a result, children have formed secure attachments

to her.

### 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 all areas used for childminding and activities indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed and discussed with the childminder regulatory documentation regarding children's details, and a sample of policies, risk assessments and safety procedures.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16 years old.

### Inspector

Hazel Farrant

## **Full report**

### **Information about the setting**

The childminder was registered in 1999. She lives with her husband and two children in Aldershot, Hampshire. The whole of the ground floor of the childminder's house is used for childminding, with toilet and sleep facilities provided within this area. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, three of whom are in the early years age range. The childminder walks to local schools to take and collect children and attends the local parent and toddler group and the local library. The family has a cat as a pet.

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

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

- improve knowledge of safeguarding procedures in line with the Local Safeguarding Children Board procedures, including knowledge of the action to be taken in the event of an allegation being made against adults in the household and of the use of mobile phones and cameras in the setting
- ensure that an accurate and up-to-date record of children's attendance is kept
- improve knowledge of the learning and development requirements of the Early Years Foundation Stage in order to use observations to develop precise assessments to understand children's level of achievement, interests and learning styles; shape learning experiences across the seven areas of learning so that children make good progress and carry out the required progress check when children are two
- share information about children's learning and development with parents and other early years settings children attend, so that information is shared about children's development to promote a fully cohesive approach to children's learning
- keep a record for each child that includes their full name, date of birth, name and address of every parent and/or carer, along with details of which parent/carer children live with and their emergency details
- gain prior written parental consent to administer each individual named medication
- obtain written parental permission for children to take part in outings
- develop reflective practice in order to identify strengths and areas for improvement that will improve the quality of care and education for all children.

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

The childminder has insufficient understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, the provision for children's learning and development is inadequate. In addition, the childminder has failed to satisfactorily address the recommendation made at her last inspection regarding recognition of children's next steps in their learning. This is because

the childminder does not use observation to identify the next steps in children's learning and plan meaningful and challenging activities. Consequently, although she provides a variety of play opportunities, these are not based on a secure understanding of how they will help individual children make the most progress possible. For example, although she observes that a child is beginning to understand the concept of numbers, she does not then plan further specific activities to help them practise and develop these new skills. The childminder does not develop children's play effectively. For example, when children pretend they are going to the shops, the childminder does not add props or resources to enhance their play.

The childminder has many years of experience of caring for children and she has some degree of understanding of her role to provide activities to support children's learning. For example, children love to play outdoors and they confidently use the slide and seesaw. The activities provided for children are generally based around different daily routines, which include going to toddler groups and the library. Children have further opportunities to develop their physical skills as they visit the local play park. Drawing and painting activities mean that the development of children's small muscles is also supported. The childminder's interactions with children are generally positive and supportive. She models language, speaking clearly to them and giving them eye contact. This helps to support and develop children's language.

The childminder keeps parents informed about their child's daily care through regular verbal feedback. She informs parents about what their children have been doing and other information that affects their care needs. However, the childminder's limited knowledge of the Early Years Foundation Stage does not effectively help parents to be involved in their child's ongoing learning and progress towards the early learning goals. In addition, the childminder has limited understanding of how to provide parents with a progress check for children who are aged two years old. As a result, she has failed to produce progress checks for the children in her care, which is a breach of a legal requirement.

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

The childminder has an insufficient knowledge of her responsibilities of meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children's well-being is compromised because the childminder has failed to meet a number of legal requirements with regard to documentation which is required in order to keep children safe. In spite of this, children appear to be settled in the childminder's care and demonstrate affection towards her. The childminder treats children equally and is warm and caring towards them. This helps to build their self-esteem. She has suitable procedures in place for settling-in new children so that they have a smooth move from home and are helped to feel emotionally secure.

The childminder has suitable procedures in place to promote children's health. She takes children out daily so they can benefit from being in the fresh air while learning about the world around them. During this time, she talks to them about how to keep themselves safe. For example, she teaches them how to safely cross the road and explains why they

must hold onto the buggy or to hold hands. The areas and resources children use are clean. This helps to reduce the risk of cross-infection. The childminder has completed paediatric first aid training so she can deal appropriately with accidents. However, she has not gained prior written parental consent for medication, which is a legal requirement. Therefore, children's safety is compromised.

The childminder takes children to community groups on a frequent basis. This provides them with a wider range of experiences and activities. It also gives them the experience of being in larger groups of children in preparation for their move to nursery and school. The childminder recognises that young children are at an age where they need support in sharing and taking turns. She is calm with them, explains things to them and tries to anticipate potential conflict so that she can reduce this. Consequently, children are getting clear, consistent messages about being kind and respectful to each other.

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

The childminder has insufficient knowledge and understanding of the Early Years Foundation Stage. This results in a number of breaches in relation to the safeguarding and welfare requirements, which compromise children's well-being and progress. The childminder has not refreshed her safeguarding training since registration, but displays a sufficient understanding of the signs and indicators that would cause her concern about a child's well-being. She also knows who she would contact should she have a concern. However, although she has a safeguarding policy, she has not updated it in line with the Local Safeguarding Children Board. For example, the childminder does not know what action to take in the event of an allegation being made against adults in the household. In addition to this she does not have a policy regarding the use of mobile phones and cameras in the setting in order to further safeguard children.

The childminder carries out periodic checks of her home and uses appropriate safety equipment and procedures to help keep children safe. For example, she has placed a safety gate at the bottom of the stairs to restrict unauthorised access to the first floor of the home.

The childminder's monitoring and evaluation are weak. She does not use any form of self-evaluation and, as a consequence, does not have an accurate picture of the quality of her provision or how she could improve. For example, she has not gained all of the necessary information about a child, nor has she gained parental consent for children to take part in outings. In addition, the childminder has failed to keep a record of children's attendance. These breaches of legal requirements put children's safety at risk. The childminder does not assess the progress that children are making towards the early learning goals. This does not ensure that gaps in children's learning are covered and does not support planning based on children's next steps in learning. This is a further breach of a legal requirement. The childminder has not considered the importance of making secure partnerships with other early years settings that the children also attend. This means that there is a lack of continuity of care and learning and, therefore, this does not support

children's well-being or progress effectively.

### 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 there is a written statement of procedures which are followed for the protection of children (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare register)
- ensure a record is kept of the name, home address and date of birth of each child who is looked after on the premises, along with the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- gain prior written parental consent to administer each individual named medication (compulsory part of the Childcare Register)
- ensure there is a written statement of procedures which are followed for the protection of children (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare register)
- ensure a record is kept of the name, home address and date of birth of each child who is looked after on the premises, along with the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- gain prior written parental consent to administer each individual named medication (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>	111538
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	960121
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/12/2010
<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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