

Inspection date	17/09/2014
Previous inspection date	12/11/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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 has not completed the required progress check for all two-year-old children.
- Activities are often overly adult-led, limiting children's ability to explore, investigate, solve problems and be motivated to learn.
- The childminder does not plan activities well to target children's individual learning needs. Therefore, children are not always challenged or supported as they play.
- The childminder does not gain written consent prior to administering medication.
- The childminder has failed to notify Ofsted of a change in household members as required.

It has the following strengths

- Children benefit from easy access to outdoor spaces to engage in play.
- The childminder helps children develop positive relationships with others.

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 activities in the childminder's home and garden.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the childminder's self-evaluation and written comments from parents.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband, who also works as her assistant, in the town of Yeovil, Somerset. The first and second floors of the childminder's three-storey home are available for childminding, with steps to access the first and second floors. Toilet facilities are available on the first and second floors. There is a garden available for outside play and an outside playroom accessed from the decked area. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll. Of these, six are in the early years age group. The family have a pet dog and a cat. The childminder holds a National Vocational Qualification at level 3 in childcare and education. Overnight care is also provided.

What the setting needs to do to improve further

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

- complete the required progress check for all two-year-old children
- provide children with more activities that offer them opportunities to explore, investigate and problem solve as they play
- plan and provide a challenging and enjoyable learning experience for each child, which is based on their individual needs, interests and stage of development
- obtain written permission from parents prior to administering medication.

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

- implement effective systems for self-evaluation that help to identify strengths and areas for further improvement.

Inspection judgements

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

Children are comfortable and settled in the childminder's care. Although the childminder keeps records that identify children's progress, she does not use these effectively to help her plan activities or adapt her interactions. Therefore, the childminder does not provide children with the support they need to help them make good enough progress. She does

not prepare children for the next stage in their learning. For example, the childminder did not consistently model building sentences, or repeat sentences correctly back to children. Consequently, the childminder is not meeting children's individual needs by helping them to improve their language and communication skills. The childminder often offers the same activity to all children, regardless of their age or stage of development. This means that some children do not receive sufficient challenge and others do not receive enough support. For example, a leaf-painting activity required all children to follow the same process and did not engage each child at their own level. This meant that the activity was not supportive of their individual learning needs to help them make progress.

Many activities are overly adult led and do not provide opportunities for children to explore, investigate and problem solve. For example, when the children used the leaves for printing, the childminder told them not to paint the paper, but only to paint the leaves. This hindered their learning and limited their opportunities to find out for themselves the best way to create their pictures. The childminder provided them with coloured paints, but only offered one child the opportunity to mix the colour brown. She did not encourage children to experiment with colour. Therefore, children were unable to find their own ways of making a new colour or talk about changes that they observed. The childminder has created a mud kitchen in the garden. The children were keen to use the pots, spoons and jugs, but when they asked the childminder for some water, she told them they could only have a small amount so they did not make too much mud. This restricted children's involvement and interest, and limited the learning potential of this activity. The childminder identifies that some children are developing well in their literacy skills. She provides adult-led activities to support this. However, while mark-making tools are available, she fails to encourage children to use writing for a purpose, during their play and activities. For example, children were not encouraged to label their own work by having a go at writing their names. Likewise, they did not have access to items such as pencils or writing pads in the play areas to enable them to practise these skills. Consequently, teaching is inadequate.

The childminder regularly records the observations she makes on the children, and adds these to their learning folders. However, she does not reflect on these to identify their next steps, to help her when planning for children's continued development. The childminder states that she gives parents opportunities to take these folders home, so they are aware of the progress children are making. She also talks to parents each day to keep them involved. However, the childminder has not completed the required progress check for all two-year-old children. Therefore, this progress report is not available to share with parents or other healthcare professionals. This means they are not fully involved in monitoring and supporting children's progress and development.

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

The childminder does not protect children's welfare fully, due to weaknesses in her record keeping. She fails to obtain written parental permission prior to administering medication to children, which is a requirement of the Early Years Foundation Stage. This means that she is not safeguarding children's well-being. Additionally, the childminder is failing to

meet the requirements of the compulsory and voluntary parts of the Childcare Register. Children are comfortable in the childminder's care and relate well to the childminder and her assistant. They learn how to be polite and how to develop positive relationships with others through the childminder's consistent expectations and boundaries. For example, the childminder gets down to children's level to discuss disagreements. She suggests ways in which children can move forward by sharing or taking turns. Children benefit from receiving praise from the childminder for their achievements, which boosts their confidence and self-esteem.

Children access a wide range of toys and suitable resources. The childminder allows children to move freely between the indoor and outdoor areas of her home, enabling them to play where they are comfortable. Children attend group activities with the childminder, extending their experiences and supporting their social skills as they learn to play alongside groups of children. The children are involved in helping the childminder to grow fruit and vegetables in the garden. They talk about the strawberry they have grown, deciding how best to share this out. This encourages children to recognise the health benefits of fresh ingredients in their diet. The childminder reminds children to make sure they wash their hands before they eat, teaching them positive routines. However, she does not always provide children with individual towels to make sure these routines are successful in preventing germs from spreading.

The childminder takes appropriate steps to ensure the environment is safe and secure. Adequate levels of supervision by the childminder and her assistant help to keep them safe. The childminder teaches children about road safety on their local walks, helping children to learn practices that help to keep them safe.

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

The childminder failed to notify Ofsted of a change in household members. Although this does not have an immediate impact on children's safety, it is a requirement to do so. This means that the childminder fails to meet the legal requirements of the Childcare Register. Ofsted does not intend taking action on this occasion. The childminder does not have a sufficient knowledge of the Early Years Foundation Stage to ensure she is monitoring her provision well and meeting all the requirements. The childminder attends training relating to her role. However, this does not always have a positive impact on improving the provision for children. For example, she has attended training on how to complete the progress check for two-year-old children. However, she does not complete this for all children to enable her to monitor and support their learning and development. The childminder has not implemented effective systems to help her make improvements in her practice. She does not effectively reflect on her practices to identify strengths and areas where she is able to make improvements. At times, she makes changes that have a negative impact on the outcomes for children. For example, she has changed her hand-drying practices. She no longer provides separate hand towels for children to dry their hands. This means children are more at risk of passing on germs.

The childminder has a suitable awareness of safeguarding practice. She has attended child protection training and has produced her own written policy and procedures to refer to alongside local authority guidance. She has discussed her safeguarding policies with her assistant. This helps to ensure the childminder and her assistant are able to take prompt action in the event of a concern. This helps to keep children safe.

Parents receive written information about the service the childminder offers, including her policies and procedures. Parents state that their children are happy with the childminder and that they are pleased with the progress children are making. The childminder is proactive in making links with other settings that children also attend, which helps to promote consistency in the support they receive.

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:

- maintain a record of any medicine administered to any child who is cared for on the premises together with a record of a parent/guardian/carer's consent and retain this for a period of two years (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they occur (no later than 14 days after the change occurs) (compulsory part of the Childcare Register).
- maintain a record of any medicine administered to any child who is cared for on the premises together with a record of a parent/guardian/carer's consent and retain this for a period of two years (voluntary part of the Childcare Register)
- inform Ofsted of changes of circumstance as soon as they occur (no later than 14 days after the change occurs) (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	142567
Local authority	Somerset
Inspection number	841538
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	12/11/2009
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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