

Inspection date	04/11/2014
Previous inspection date	19/01/2012

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		3
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 failed to inform Ofsted of all adults living at the childminding premises, which is an offence. In addition, some adults have not completed the required suitability checks. These are breaches of requirements.
- The childminder does not hold a current paediatric first-aid certificate, which puts children's well-being and good health at risk. The childminder lacks a secure understanding of safeguarding procedures, such as who to contact in the event of a child protection allegation.
- The childminder does not identify well-chosen next steps in children's learning to help her routinely plan challenging activities to ensure they make good progress.
- Strategies to engage parents to share information and promote children's learning at home are not always successful.
- The childminder is not making effective use of self-reflection to identify areas for improvement. In addition, she does not actively seek the views of parents and children to take their feedback into account.

It has the following strengths

- The childminder develops a suitable relationship with children to help them settle.
- The childminder encourages children's confidence as they make choices about their play.

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 viewed the rooms and garden used by children.
- The inspector observed children and childminder during play activities.
- The inspector had discussions with the childminder.
- The inspector checked evidence of safeguarding knowledge.
- The inspector sampled a range of documentation including children's learning and development records.

Inspector

Sue Taylor

Full report

Information about the setting

The childminder registered in 1998. She lives with her husband and three adult children in Uckfield, East Sussex. The home is close to shops, parks, schools and public transport links. The ground floor of the childminder's home is available for childminding. There is an enclosed garden for outdoor play. The family has a cat. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group. The childminder collects children from the local school and attends local toddler groups.

What the setting needs to do to improve further

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

- develop a secure knowledge of safeguarding procedures, in particular how to manage child protection concerns and any allegations raised against you or a household member
- maintain a current paediatric first-aid certificate relevant for workers caring for young children, and where relevant babies so that minor accidents and injuries can be responded to appropriately
- improve the use of assessment to plan suitably challenging activities inside and outdoors that support well-chosen next steps in children's learning

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

- encourage and use feedback from parents about how they support their children's learning at home to support the assessment process
- use ongoing self-reflection to identify and act on areas for further improvement, and engage parents and children in this process.

Inspection judgements

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

The childminder is generally aware of the need to support, and promote children's learning and development. She makes observations across the seven areas of learning as children

play. The childminder uses these to assess and monitor where children are in their development, using a child-development tracking book. This helps her to identify any learning gaps to address. However, the childminder does not have a good understanding of how to identify what children need to learn next to tailor children's individual learning. As a result, she is not routinely planning challenging activities and play experiences to extend children's learning. The childminder engages suitably with children. She understands how to complete the required progress check for two-year-old children. This provides parents with relevant information about children's personal, social, emotional development, and physical progress as well as their communication and language skills. Parents are able to view their child's learning record and receive verbal feedback on their child's day. However, the childminder is not engaging with parents consistently to share information about children's learning at home. This means the childminder is not able to support children in her setting and work alongside the parents to further support learning at home.

The childminder gets to know children's interests and makes sure their favourite toys are available. She provides activities that she knows children will enjoy and spend time at, which promotes their acceptable level of concentration. The childminder generally supports children's developing language. She asks some questions that promote children's thinking to encourage a wider use of vocabulary. The childminder values children's use of their imagination in creative activities. For example, children enjoyed a modelling dough activity and they made effective use of the tools to manipulate the dough to make their favourite food items. They knew how to operate a shape making device and used this with the childminder to make pretend spaghetti. Children created imaginative structures with the construction resources, such as roundabout for the doll to go on. The childminder supports outdoor play when children request this. Outside, the children competently used the ride-on toys, including a scooter and a car. They enjoyed kicking and throwing the ball with the childminder. The childminder makes use of other facilities, such as indoor play areas and toddler groups to help expand children's experiences. She talks to children about going to school and encourages them to have some useful skills, such as recognising their name and holding a pencil effectively. However, her limited understanding of how to challenge children's learning means she is not effectively preparing them for the next stage in their learning, such as nursery or school.

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

The childminder is not able to demonstrate that she fully understands how to safeguard children as she lacks a secure knowledge of child protection procedures. In addition, she has not ensured her paediatric first-aid training is up-to-date. This limits her ability to keep children safe, and breaches requirements for the Early Years Register and the Childcare Register.

The childminder has a welcoming and caring relationship with children. As a result, children settle well and are happy. This helps support their emotional development and well-being. She manages children's behaviour appropriately and praises children when they behave or cooperate. For example, children happily help tidy the toys away when

asked. The childminder takes children to toddler groups where they learn to mix and communicate with others. This helps develop their social skills as they learn to share the toys and resources with other children.

Children are able to have a drink from their own water bottle when they are thirsty. They bring packed lunches and meals from home, and the childminder provides a healthy snack of fruit. Children are able to make choices from the wide range of toys, and resources in the playroom and take them into the lounge. They use the garden or parks for play in the fresh air, helping to support a healthy lifestyle. Children are learning to keep themselves safe as they practise crossing the road with the childminder, and learn to use knives and scissors safely.

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

The childminder is not meeting all of the safeguarding and welfare requirements for the Early Years Foundation Stage, and the Childcare Register. She has a basic awareness of possible child protection indicators that would raise concerns about a child's welfare. The childminder has clear written guidance and information available, and has completed child protection training recently. However, her weak knowledge of safeguarding procedures means she is unable to promote children's welfare securely. For example, the childminder is not confident about who she needs to contact if there are concerns about children's welfare or if allegations are made against her or other household members. In addition, she does not have a valid paediatric first-aid certificate, although she has training booked. This means she does not have up-to-date information about how to manage children's accidents or injuries. She has failed to inform Ofsted that her adult son has moved into the household. This is an offence, and breaches a legal requirement of the Early Years Foundation Stage and the Childcare Register. The childminder is aware that adults need appropriate suitability checks completed. However, she has failed to understand that Ofsted is responsible for completing these checks for people aged 16 and over living or working on the childminding premises. As a result, not all members of the household suitability have been verified by Ofsted. The childminder completes appropriate risk assessments of her home to help ensure she keeps children safe from potential hazards.

The childminder has met two of three recommendations made at her last inspection. For example, she has implemented a consistent and frequent approach to observing children's achievements to track their ongoing development. However, she is not reflecting on her practices or identifying areas for improvement. She maintains positive relationships with parents and other early years settings children attend, sharing some relevant information with them about children. However, she is not actively seeking their views to help her to evaluate her practice.

The childminder is not meeting all of the learning and development requirements effectively. She is aware of the need to monitor the educational programmes to identify and narrow any gaps in children's learning. However, planning is not always sufficiently

challenging children to help them reach their best potential.

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:

- develop sufficient knowledge to be able to implement the written statements of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid qualification is in place (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth and telephone number of any new person aged 16 or over now living on the premises (compulsory part of the Childcare Register).
- develop sufficient knowledge to be able to implement the written statements of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure that an appropriate first aid qualification is in place (voluntary part of the Childcare Register)
- inform Ofsted of the name, date of birth and telephone number of any new person aged 16 or over now living on the premises (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	109156
Local authority	East Sussex
Inspection number	816948
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	19/01/2012
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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