

Inspection date

Previous inspection date

03/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 failed to notify Ofsted of adults living on the premises and has not supplied Ofsted with information, in order to complete suitability checks, which is a breach of legal requirements.
- The childminder lacks up-to-date knowledge of safeguarding issues. This compromises children's welfare and well-being.
- The childminder does not monitor children's progress adequately and has not carried out the required progress check when a child is aged between two and three years.
- The childminder does not plan challenging experiences for children across all areas of learning in order for them to make good progress.
- The childminder has not maintained valid paediatric first-aid training. This does not ensure children's well-being in the event of an accident.
- The childminder does not use self-evaluation to reflect on her practice and drive improvements.

It has the following strengths

- Children attend many groups and participate in a range of experiences outside the home that provide some value to their learning.

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 spent time observing the childminder with children in the main play room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies and children's records.
- The inspector viewed the areas of the property used for childminding.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 2000. She lives with her partner, close to Oxford city centre, in Oxfordshire. The ground floor of the house is mainly used for minding, with access to the first floor for sleeping purposes and toilet facilities. There is an enclosed garden for outdoor play. There are currently three children on roll, all of whom are in the early years age range, who attend on various days and hours during the week. The childminder walks or drives to take and collect children from a local pre-school. Local amenities are used with the children, which include the library, parks and toddler groups. The childminder has a rabbit and two cats as pets. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- supply the required information to Ofsted to enable suitability checks to be carried out for any person who is likely to have regular contact with children (including those living on the premises)
- complete and maintain a paediatric first-aid certificate
- improve child protection knowledge to identify, understand and respond appropriately to signs of possible abuse and neglect
- improve knowledge of the learning and development requirements in order to consider the individual needs, interests, and stage of development of each child and use this information to identify their next steps and plan a challenging and enjoyable experience for each child so that they make good progress in their learning
- observe children ongoing to understand their level of achievement; use this information to assess their progress between the ages of two and three years and provide parents with a short written summary of their child's development in the prime areas of learning

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

- use self-evaluation to identify strengths and areas for improvement that will raise the quality of provision for all children.

Inspection judgements

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

The childminder has a poor understanding of the learning and development requirements. However, she is aware that children learn through play and have different interests. For example, children with an interest in dolls and animals have access to a selection of dolls, farm animals and small houses made available to them. The childminder does not undertake regular or precise observations and assessments of the children in her care. Therefore, she is not sufficiently aware of what they can do and need to do next. In addition, the childminder does not plan an educational programme that adequately covers all areas of learning or that provides an interesting and sufficient range of activities that match children's individual needs. Therefore, children do not make the best possible progress.

The childminder attends local community groups daily and prepares the home environment for children each day. She generally observes children while they play and keeps them busy as they move around exploring different toy keys and bricks. However, she is unaware of her responsibility to complete the progress check for two-year-old children and report this information to parents. This means children's development is not clearly shared with parents to evaluate their progress and identify future learning aims. Therefore, she is unable to identify whether children are making sufficient progress in their learning and if any additional support is needed. This also fails to fully promote their learning needs in readiness for school.

Children explore their environment and make some choices about their play. For example, the childminder builds a tower of cups for the children to knock down. The childminder supports children's understanding of mathematics as she encourages children to count and name shapes and colours, while she enhances their play. The childminder supports aspects of children's social skills during the day by encouraging them to play with other children. For example, children shared toys and sat together during lunchtime. The childminder supports children's communication and language appropriately. For example, children listen attentively to familiar songs and nursery rhymes. With her encouragement, younger children are beginning to copy words and put two words together when they speak. The childminder is responsive to children's gestures and non-verbal communications, which encourages younger children to express their feelings. Children's interest in technology is captured by some simple interactive resources made available to them. For example, children learn the physical skills of pushing and pressing as they learn with enjoyment the effect of their action on the toys that pop up or make sounds. Friendly partnerships have been developed with parents. The childminder states that parents are happy with the service and satisfied with the level of information that she gives them.

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

Children are mostly happy and confident in the childminder's home. Children are forming effective attachments with the childminder and other children in the setting. Children demonstrate that they feel secure as they approach the childminder confidently for support and comfort. However, the childminder fails to meet the safeguarding and welfare requirements, because she has not maintained her first-aid training. In addition, she has failed to inform Ofsted about all persons living in the household who are over the age of 16 years. This means they have not undergone the required suitability checks. Therefore, children's safety and well-being are potentially compromised.

Children are familiar with the routines and are generally settled in the environment. The childminder ensures she finds out relevant information from parents about children's individual routines and care needs. For example, she knows what children like and do not like, and when they are ready to rest. She provides appropriate cuddles and close contact until children are ready to play again after waking from their nap. The childminder provides children with a positive role model to follow and is calm and considerate in her manner. She uses a range of developmentally appropriate strategies to manage children's behaviour, and these are shared with parents to promote consistency. Children behave well and show by their actions that they understand and respect the childminder's expectations for their behaviour.

The childminder's home is sufficiently resourced and, overall, there is an adequate selection of predominantly plastic toys and equipment. Resources in the main playroom are arranged on the floor space and presented at children's height. The childminder promotes inclusion through activities and play. She takes appropriate steps to build positive and trusting relationships with children and their families. She speaks kindly to children, offering them enthusiastic encouragement and positive praise.

Children develop an appropriate understanding of healthy lifestyles through routines and practices, such as having outdoor play and physical activities. They benefit from regular fresh air and exercise and attend a range of community groups in the area which helps them experience a range of activities outside the home. The childminder supports children's health through appropriate hygiene procedures. The childminder generally supports children in learning about healthy foods, as they benefit from various snacks and lunch choices provided by their parents. The childminder uses opportunities to teach children about how to keep themselves safe in a way that is developmentally appropriate, and enables them to take risks safely. For example, the childminder talks about the dangers of the road when they are out and she reminds children to be careful about throwing toys.

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

The childminder has not obtained a copy of the Statutory Framework for the Early Years Foundation Stage. As a result, children are not effectively protected from harm because the childminder does not have a secure understanding of the safeguarding and welfare requirements. The childminder has failed to notify Ofsted of another adult living at the

premises. As a result, suitability checks have not been completed. This is a breach of requirements; however, Ofsted does not intend to take action at this time. Although the childminder has a basic understanding of the possible signs and symptoms of child abuse, she has not updated her knowledge and understanding of child protection issues for a very long time and she has not implemented safeguarding procedures well enough in practice. Children's safety is further compromised as the childminder's paediatric first-aid certificate has expired, and she failed to recognise this. This means children's welfare cannot be assured. These are clear breaches of safeguarding and welfare requirements that have an impact on the safety and well-being of the children in the setting. These breaches also mean the associated requirements of the Childcare Register are not met. Nonetheless, the childminder maintains the required documentation and parental consent forms in relation to the childcare arrangements.

The childminder does not reflect on her practice or evaluate her provision. She has failed to update her knowledge and practice in line with the Early Years Foundation Stage. As a result, current procedures are not effective in monitoring and evaluating the effectiveness of the childminder's practice and the educational provision. This has led to inequalities in practice and consequently a poor understanding of the legal requirements. However, the childminder demonstrates a willingness to improve her practice.

The childminder has a clear understanding of the importance of working in partnership with parents and other settings to ensure children's needs are met. The childminder is developing links with the local nursery that a child attends. The childminder has developed positive relationships with parents and provides information verbally about what children have been doing during their day. However, as the childminder is not secure in her understanding of the learning and development requirements, the information shared about children's progress is limited and instead often focuses more on care practices. The childminder supports children who speak English as an additional language and takes appropriate steps to find out about their home backgrounds and culture. She ensures children are included and valued for their individuality.

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 any person having contact with children is suitable to be in regular contact with children and that a Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (compulsory part of the Childcare Register)

- ensure those responsible for children have an appropriate first-aid qualification (compulsory part of the Childcare Register)
- attend child protection training to identify and act on any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- ensure that any person having contact with children is suitable to be in regular contact with children and that a Disclosure and Barring Service check has been obtained through Ofsted in respect of that person (voluntary part of the Childcare Register)
- ensure those responsible for children have an appropriate first-aid qualification (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	153036
Local authority	Oxfordshire
Inspection number	988781
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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