

Childminder Report

Inspection date

22 May 2015

Previous inspection date

2 May 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The childminder does not keep to the numbers of children she is permitted to care for on her own at any one time.
- An assistant who is left for short periods of time in sole charge of the children, does not hold a current paediatric first-aid qualification; therefore, children's safety is compromised.
- The childminder does not observe or assess the everyday working practice of her assistants or provide regular feedback or professional development to ensure the quality of their work.
- The childminder does not incorporate the views of the parents or her assistants when evaluating her provision.
- The childminder does not keep a record of the times when her assistants are present.

It has the following strengths

- Children make good progress towards the early learning goals from their initial starting points. The childminder knows how children learn and therefore, she plans and provides a range of interesting activities that effectively promote their learning.
- The childminder's home is filled with a wealth of resources and play equipment. These are based on children's known interests and enable choice and decision making for children who are enthusiastic to play, investigate and learn.

What the setting needs to do to improve further

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

- make sure that correct ratios are maintained at all times
- ensure that all assistants who are at times in sole charge of the children obtain a suitable first-aid qualification
- develop a programme of supervision for the assistants to ensure the quality of their work, identify and address training needs and ensure their competency in all areas of work they undertake.

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

- gather information from parents and assistants to contribute to her evaluation of the setting and use this to identify areas for development and plan to address them to ensure continuous improvement is made
- make sure a record of the attendance of any assistant is maintained when working with the childminder and when in sole charge of the children.

To meet the requirements of the Childcare Register the provider must:

- provide, or secure the provision of, any training which is necessary to ensure that assistants have suitable skills and experience to care for children (compulsory part of the Childcare Register).

Inspection activities

- The inspector observed activities in the playroom.
- The inspector held discussions with the childminder and her assistant.
- The inspector looked at the observation and assessment records of the children.
- The inspector checked evidence of the suitability of the childminder and adults coming in to contact with the children and the childminder's self-evaluation and improvement plan.
- The inspector took account of the feedback from parents.
- The inspector carried out an evaluation of teaching with the childminder.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.

Inspector

Carys Millican

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder understands how children learn best. Therefore, they are provided with a variety of interesting activities and opportunities, which support and enhance their independence and learning. Children make choices about what they would like to do. For example, they like sensory activities and help themselves to the tray of rainbow rice. Children enjoy listening to stories. Sitting on the assistant's knee, they look at pictures where they recognise parts of the body and point to them on themselves. The childminder and her assistant support children's language and communication skills well. When children recognise letters on the computer they are encouraged to say them out loud and then asked to find the letters of their name on the alphabet line. The childminder and her assistant offer continuous support, observing the children while they play, and planning the next steps in their learning around their interests. This supports them to make good progress in relation to their starting points. The childminder helps to prepare children for their move on to school by teaching them relevant skills, such as fastening their coats and putting on their shoes. The childminder shares information with parents verbally and through the use of daily diaries and children's learning files. As a result, arrangements for involving parents in their children's learning at home are in place.

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

At times the childminder does not promote the welfare of the children. For example, when the number of children goes over the permitted number for one person, the childminder does not obtain the help of her assistant, so ratios are not maintained. This compromises children's emotional well-being and safety. Nevertheless, the childminder and her assistants establish suitable relationships with the children who are happy to attend the provision. The childminder and her assistant supervise the children as they play. They provide children with sufficient opportunities to be active and engage in physical play. They enjoy playing outside in the garden, as well as the local park, soft-play facilities and at community groups. The childminder assesses the risks in areas children use and activities, but also teaches the children how to keep themselves safe. Children are taught manners and how to behave appropriately. They have access to multi-cultural resources representing a diverse range of people and explore the diversity of the world around them by looking at different cultures and festivals. The childminder teaches children basic hygiene practices and provides a menu of healthy meals and snacks, which meets children's dietary needs.

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

The inspection was prioritised following concerns being raised about the childminder's ability to safeguard and ensure the welfare of the children in her home. The inspection found that the childminder had failed to promote the safeguarding and welfare of children because she has not ensured that the adult:child ratios are correctly maintained when she is working alone. She has failed to ensure that her assistant holds a relevant first-aid

certificate when in sole charge of the children. The childminder has failed to initiate a programme of supervision for both her assistants to ensure they are competent in the areas of work they undertake while working with the children. Therefore, their training needs are not identified and their working practices are not observed to ensure quality. This demonstrates that her knowledge and understanding of the welfare and safeguarding requirements is inadequate. These significant weaknesses in practice are breaches in the safeguarding requirements of the Early Years Foundation Stage and also relate to a breach in the requirement's of the compulsory part of the Childcare Register. The childminder maintains a safeguarding policy and procedure that meets the requirements of the Early Years Foundation Stage. The childminder and her assistant demonstrate a suitable understanding of the safeguarding policy, of what would make them concerned and what they would do. The childminder regularly reviews risks indoors, outside and for outings to help keep children safe and secure. She supervises children as they play and any accidents or injuries are recorded and parents are informed at collection times. The childminder has introduced systems for reviewing her practice; however, she does not incorporate the views and comments of her assistants or parents to improve her practice. Since the last inspection the childminder has worked with her development worker to work on past actions and recommendations previously focused on improving the learning experiences for the children. This includes the development of tracking processes to reflect on how well the children are learning which are shared with parents. Her systems for evaluating what is working and what needs to improve are further recorded. The childminder understands the importance of establishing links with the local nursery and primary school to ensure that children receive consistent teaching and become well prepared for the next stage in their learning.

Setting details

Unique reference number	EY104287
Local authority	Lancashire
Inspection number	1014867
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	3
Name of provider	
Date of previous inspection	2 May 2014
Telephone number	

The childminder was registered in 2001 and lives in Lancaster, Lancashire. She operates from 7.30am to 6pm, Monday to Friday all year round, except for bank holidays and family holidays. The childminder works with an assistant.

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.

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