

Inspection date	25/03/2014
Previous inspection date	05/09/2011

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 failed to inform Ofsted of a change to persons working on the premises. This is a breach of the safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. The childminder has also breached some of the requirements of the Childcare Register.
- Teaching is not effective in supporting children's learning and development. The childminder is not effectively organising her assessment and planning to identify specific support for children's individual learning needs.
- The childminder is not gathering and sharing information with other settings that children attend, to provide activities that complement and support their learning and development.
- The childminder does not consistently provide opportunities for children to use the garden, to maximise their learning and development outside.

It has the following strengths

- Children's safety is promoted on the premises. The childminder has a sound understanding of child protection procedures and minimises risks and hazards within the house and garden.
- Suitable information is gathered from and shared with parents and carers to meet children's ongoing needs and support them to settle at the childminder's.

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 lounge and kitchen.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed a sample of the childminder's documentation and policies and procedures.
- The inspector discussed practice with the childminder during the inspection.

Inspector

Justine Ellaway

Full report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Long Eaton. The whole of the ground floor, along with the first floor bathroom and the rear garden are used for childminding. The childminder attends stay and play sessions in the community. She visits the local soft play centre and park on a regular basis. She collects children from the local school. There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 6.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant.

What the setting needs to do to improve further

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

- ensure that assessment is regularly updated, so that it clearly identifies children's level of achievement and is used to plan activities and support where it is most needed, to help children to make good progress in their learning and development
- develop a two-way flow of information between other settings that children attend, to agree consistent support that complements children's learning and development in the other setting.

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

- make more use of the outside area to fully promote children's learning and development outdoors, as well as indoors.

Inspection judgements

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

The childminder is not effectively organising her assessment and planning to ensure that teaching helps children to make sufficient progress towards the early learning goals. She observes children during play, sometimes recording their achievements, which she then transfers to a tracking system. However, she does not update this information regularly enough to provide an up-to-date picture of where each child is at. Furthermore, where she knows that children have gaps in their learning, she does not always plan effectively to provide appropriate support in this area. As a result, the support for children during free play and adult-led activities is not sufficiently focused on meeting their individual needs. For example, the childminder identifies that children need support with their

communication and language skills, particularly speaking. As she does not specifically plan how to support this, conversations tend to be positive but general with some closed questions and there is insufficient focus on developing children's vocabulary. As a result, the childminder is not effectively helping children to develop all of the skills they need for their future learning.

Nevertheless, the childminder has a friendly and warm manner with children and as a result, they are happy in her company. She provides an adequate range of activities to cover the seven areas of learning, for example, regular outings to local stay and play sessions, as well as the park and reservoir. These outings promote children's personal, social and emotional development and therefore, help them to develop some of the skills they need for future learning. They also provide adequate opportunities for children to engage in physical play when out and about, such as climbing at the soft play centre. There is a suitable provision of toys, such as small world and role play to promote children's imagination. The childminder effectively gives children opportunities to play independently to support their imaginative play. They enjoy rolling the vehicles around the lounge floor and over the furniture. They participate in adult-led craft activities, such as decorating a plate for mother's day. During this activity, children ably grasp and make marks with felt tip pens to develop their early writing skills.

The childminder is keen to develop positive relationships with parents and carers. This is to ensure that she can maintain regular communication with them about their child. She gathers suitable information about what the child can do when they first start. The childminder encourages parents and carers to look at their child's development record. She sensitively discusses any minor issues she has about children's learning and development. The childminder ensures she gathers information from parents and carers, so that she can provide the progress check at age two in time for the child's development review.

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

Children's sense of security and feeling safe is compromised by breaches of both the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and the Childcare Register requirements. The childminder has not informed Ofsted that she has employed another assistant. Nevertheless, children develop a positive relationship with the childminder. They enjoy her company and her interaction during play. She encourages children to bring a favourite toy during the initial visits to help them settle. The childminder agrees the length and timing of these visits with parents and carers to further support children in settling-in. She gathers information about children's needs, as well as their interests. As a result, children's well-being is effectively promoted. Adequate consideration is given to supporting children as they move on to other settings. The childminder takes children with her on the school run, so that they are familiar with the building and therefore, this helps to reduce any apprehension.

Children behave well in the setting. The childminder teaches children to cooperate and therefore, develop positive relationships with others. She shares her house rules at the

time of placement and encourages children to share and take turns with the toys and resources. There are a satisfactory range of toys and resources available in low-level baskets and boxes for children to help themselves to. The childminder encourages children to self-select these during child-initiated play. This effectively promotes their independence and decision-making. The childminder has a safe and secure garden with toys, such as sit and ride cars and a slide. Although, children use this regularly in the warm weather, this is less frequent at other times and therefore, the childminder is not maximising opportunities for children to learn outdoors.

The childminder does not prioritise children's safety in every respect to ensure that this underpins the support for children to feel safe and secure. However, she provides a reasonable range of opportunities to teach children about what is safe behaviour. She encourages children to treat the toys and the environment with respect. They wear a safety harness when sitting at the table and do not attempt to undo this as they ask when they are ready to get down. The childminder talks to children about road safety when she is out and about. The childminder consistently prompts and supports children to clean their hands at appropriate times. She talks to children about healthy foods at meal and snack times.

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

The inspection was prioritised following concerns being raised about the provider's ability to promote children's safety and welfare when using assistants to transport children in a vehicle. The inspection found that the childminder has failed to notify Ofsted of a change to the persons working on the premises. The childminder has notified Ofsted of all household members to enable appropriate checks to be undertaken, but has not notified Ofsted when one of them was then employed as an assistant to assist with taking older children to school. This was due to a misunderstanding of the requirements. The childminder has not undertaken sufficiently robust risk assessments for transporting older children in a vehicle. As a result, suitable insurance is not in place for one of the vehicles and the childminder could not provide evidence that this had been sought for another of the vehicles. This is a breach of the Childcare Register requirements. The childminder confirms that she has verbally agreed the arrangements with parents and carers for an assistant to transport older children in a vehicle, without the childminder being present. The childminder suitably promotes children's safety when on the premises. She has a sound understanding of safeguarding issues and procedures. Her knowledge is up-to-date as she attended training in 2013. The childminder regularly reviews her risk assessment to effectively minimise risks and hazards in the house and garden. The childminder consistently promotes good health and hygiene in her practice.

The childminder is committed to developing her knowledge and skills and has attended a varied range of training courses since the last inspection. This has had a reasonable impact on the quality of the provision for promoting children's welfare and safety, not including the breaches of requirements. For example, she is aware of an additional emergency number to call to summon help when she is on outings, following attendance

of the first aid course. Following attendance of food safety training, a recent inspection of her hygiene procedures has resulted in a five-star hygiene rating from environmental health. The childminder establishes suitable roles for assistants who work on the premises. This includes restricting their duties so that they are not responsible for one-to-one care with children and she can therefore, effectively monitor their work. Although, the childminder has made efforts to address the recommendation from the last inspection and attended some training in learning and development, this is not yet having a positive impact on the quality of the provision. The childminder undertakes an adequate evaluation of her practice. Through this, she does implement some beneficial changes to her practice, for example, she has re-organised her policies and procedures and information for parents and carers, which is now well laid out and easy to understand. The childminder is keen to improve and keeps up-to-date with changes through her involvement in a childminding group. Although, the childminder demonstrates a reasonable understanding of how to monitor children's progress, she is not yet effectively using this information to effectively support their learning and development.

The useful folder of information that the childminder shares with parents and carers at the time of placement ensures that they are informed of factors that affect the care of their child. The childminder provides daily verbal communication, as well as a communication book with details of children's food intake and sleep and changing routines. This ensures that children's ongoing needs are met. The childminder has not been proactive in sharing and gathering information with schools that children attend, so that she can complement their learning. She has a general idea of their learning and development through her own observations, but not whether any specific support is in place, or what activities may benefit children.

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 all necessary measures are taken to minimise any identified risks - specifically in ensuring adequate vehicle insurance when transporting children (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks - specifically in ensuring adequate vehicle insurance when transporting children (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

Unique reference number	EY225495
Local authority	Derbyshire
Inspection number	965675
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	7
Name of provider	
Date of previous inspection	05/09/2011
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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