

Inspection date	16/05/2014
Previous inspection date	28/03/2013

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		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 does not hold a current paediatric first aid certificate. This is a breach in requirements on both the Early Years and Childcare Registers and may put children at risk.
- The childminder does not maintain a record of daily hours of attendance for the children as required.
- The childminder has a poor understanding of child development and how children learn. This means children do not make sufficient progress in their learning.
- The childminder fails to gather detailed information about children's starting points, interests and next steps, or provide information for parents to keep them up-to-date with their child's progress and development needs.
- The childminder she plays loud music while caring for children and this limits opportunities for children to develop communication and language skills effectively.
- Self-evaluation is weak and the childminder demonstrates a limited capacity to improve her practice.

It has the following strengths

- Children are comfortable in the childminder's company.

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/dining room.
- The inspector had discussions with the childminder and spoke to the children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the childminder's written policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 2005. She lives with her two older children in the Linden area of Gloucester. The whole of the property is available for childminding. Main care takes place on the ground floor. An upstairs bedroom is used when children require a rest. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She offers full or part-time care all year round from 8am to 6pm, including before and after school and in school holidays. There is currently one child in the early years age range on roll.

What the setting needs to do to improve further

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

- ensure a current paediatric first aid certificate is held
- ensure a daily record of the names of children being cared for on the premises and their hours of attendance is maintained
- improve knowledge of the learning and development requirements in order to plan activities that take into account each child's individual needs, interests and stages of development to help them make good progress
- use information about children's starting points and the observations made on them to plan for their progress and use the range of resources to promote children's development in all areas of learning
- create an environment that is conducive to children's learning with particular reference to children's language skills
- provide parents with detailed information to help keep them up-to-date with their child's progress and development needs

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

- develop a robust self-evaluation procedures that clearly identify strengths and weaknesses in order to drive continuous improvement and promote the interests of children.

Inspection judgements

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

The childminder has a limited understanding about the requirements of the Early Years Foundation Stage. She is unable to provide adequate support for the children in her care. The childminder is not able to recognise where children are in their stage of development, because she does not carry out observations and assessments to help her plan activities to support children's progress. Although, the childminder regularly rotates the resources, these tend to be resources for very young children such as rattles and shape sorters. Therefore, the childminder does not provide sufficient challenge for older children and they quickly lose interest. As a result, children tend to wander around aimlessly and lack concentration. Children are not able to select their own resources because the childminder stores the resources upstairs. As a result, young children are not developing their independence to make their own choices, because they only have the toys that the childminder thinks they want to play with when she brings down a different box.

The childminder does not provide an environment that is conducive for children to learn and develop their language skills. She plays very loud music when children are present, which means that there are limited opportunities for children to hear what she is saying and respond to her. When the music is turned down, it remains on in the background; again this means children are not supported well in their language development. This lack of communication and understanding by the childminder about the volume of the music shows the quality of the teaching is weak and fails to help children progress. The childminder struggles to provide challenge and successfully occupy the children as they play. At times, she appears to be at a loss about how to occupy the children. For example, children wander around not focused on anything particular, when offered a toy by the childminder such as a pop-up toy. Children are occupied for a short time and then wander off again. The childminder then just sits and watches them until they start to try and tear a book. Then she takes the book off them telling them 'no'.

The childminder has a calm and caring approach towards the children. However, her lack of observations on children means that she is unable to clearly identify and provide extra support for those children who require it. She does not recognise children's starting points and has not obtained this information from parents when the children started in her care. This has resulted in a lack of challenging activities and resources being provided for children to adequately support them to make better progress in all areas of learning. As a consequence, children are not developing the skills, attitudes and dispositions they require to prepare them for school or their next stage in their learning.

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

The children demonstrate they feel safe and secure at the childminder's home. They are offered reassurance by the childminder when required. The childminder has a gentle approach towards the children. The childminder's home is adequately safe for children to

play. For example, she keeps the lounge door closed so children are not able to access the stairs or front door. She has a gate on the kitchen door, which prevents children gaining access to the kitchen area. However, the childminder does not have a current first aid qualification, as required. This may put children at risk. The childminder does have a suitable evacuation procedure, should she have an emergency in the home. In general, the children are well behaved and the childminder works hard to try and distract young children when they try and do something they should not. For example, when a child tries to rip a book the childminder takes the book away and shows the child other resources to play with.

Children are starting to learn about basic healthy lifestyles. The childminder provides a suitable range of food for snacks and meals. She is aware of their likes and dislikes and provides food to meet their needs. Young children sit safely strapped into a highchair as they eat. The childminder sits close by so she is able to supervise them adequately. The childminder follows appropriate nappy changing procedures. She uses gloves when changing children's nappies and interacts with the children as she changes them. She disposes of the nappies and washes her hands immediately. The childminder does not use the garden as this area is unsafe. However, she ensures children have daily access to fresh air and exercise through trips around the local area and local parks. Children are not always challenged by the selection of resources or activities provided. The childminder has constant loud music playing, therefore the environment is not conducive to support children's learning. This means they are not being adequately supported and prepared to move on to their next stages in their learning.

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

The inspection was brought forward as a result of concerns raised to Ofsted about safety in the home and a lack of a first aid qualification. The inspection found that the childminder does not hold a current first aid certificate. This could put children at risk and compromise their well-being. The childminder also has not maintained a record of children's daily attendance. These are breaches in the safeguarding and welfare requirements of the Early Years Foundation Stage and also of the Childcare Register. The childminder has an adequate understanding about what to do if she has any concerns about children in her care and if an allegation is made against her. Safety in the home is adequate. The childminder is aware that her garden is unsafe for children to use and does not use this area at present. The childminder is suitably aware of the requirement to inform Ofsted of any significant events that may occur.

The childminder has a limited knowledge and understanding about how children learn. She does not effectively observe and assess children as they play. As a result, she is unable to clearly identify children's starting points, interests and next steps to help them progress in their learning. Activities are not planned effectively to challenge children and keep them interested. The childminder is unable to provide effective support for those children who need extra support to close gaps in their learning.

The childminder shares some information with parents verbally when they leave and collect their children. She has shared some of her written policies and obtained the necessary written parental permissions. However, as she does not carry out detailed observations on the children she is unable to share information with parents about how their child is developing. This means that parents are not involved in their child's progress and learning.

The childminder has completed a very basic evaluation of her practice. However, she has failed to effectively detail areas for improvement and that she has breached requirements, by not maintaining an up-to-date first aid qualification and records of children's daily attendance. As a result, she demonstrates a limited capacity to improve.

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 an appropriate first aid qualification is held (compulsory Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory Childcare Register)
- ensure an appropriate first aid qualification is held (voluntary Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary 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	EY299842
Local authority	Gloucestershire
Inspection number	975262
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	28/03/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

