

Inspection date	30/10/2014
Previous inspection date	03/12/2009

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 has a poor understanding of the Early Years Foundation Stage and does not plan effectively to meet the children's individual needs. As a result, some children are not always engaged and lack enthusiasm for learning.
- The quality of teaching and learning is weak. The childminder does not have the skills to successfully challenge and extend children's learning. As a result, some interactions are poor and do not fully support children to make good progress.
- The childminder does not monitor the quality of the educational programme to improve the provision for children's care and learning. Consequently, parents are not informed about their children's stage of development.
- Children's safety is compromised because the childminder does not hold a current first-aid qualification.
- The childminder does not ensure that all children's emergency contact details are up to date and stored appropriately. This does not effectively safeguard children's welfare.
- The childminder does not maintain a register of children's attendance.

It has the following strengths

- The childminder is kind and caring towards the children; as a result, they are secure and confident.

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 with the childminder and children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications, the childminder's self-evaluation form and a range of other documentation.
- The inspector completed a tour of the premises used for childminding.

Inspector

Claire Stafford

Full report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Blackburn area of Lancashire with her husband. There are currently three children on roll, of whom one is in early years age group. The childminder offers full-time care, also part-time care for children after school. The childminder operates all year round, 7.30am to 6pm, Monday to Friday, excluding bank holidays and family holidays. The whole of the ground floor of the childminder's house is used for childminding. This includes a lounge, kitchen/dining area and downstairs toilet. There is access to a secure and enclosed garden area to the rear of the property. The childminder has completed a childcare qualification at level 3. The childminder links with other childminders in the local area.

What the setting needs to do to improve further

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

- maintain a current first-aid certificate
- ensure effective systems are in place to record children's emergency details and store such records appropriately to maintain confidentiality
- maintain a daily register with the names of children cared for and their hours of attendance
- provide planned, purposeful play that covers all areas of learning by reflecting on the different ways that children learn in order to meet children's individual needs
- improve learning experiences provided for each child by implementing an assessment system to help understand about children's level of achievement and how to use the information to plan for their future learning
- provide parents with a written summary of children's development in the prime areas when their child is aged between two and three years.

Inspection judgements

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

Planning and assessment are weak. The childminder does not demonstrate a capacity to improve because she has not addressed previous recommendations from her last

inspection. Her knowledge and understanding of the Early Years Foundation Stage are insufficient, in particular her ability to plan, observe and assess the progress children make towards the early learning goals to meet their individual needs. This means that she gives little regard to the learning and development requirements of the Early Years Foundation Stage, to help guide children's learning and support the planning of activities.

Consequently, children's progress in all areas of learning is not promoted. For instance, when older children are present, the childminder does not differentiate between the ages of children participating in activities. Therefore, children's individual learning needs are unfulfilled and the next steps in their learning and development cannot be formed. As a result, children are not supported sufficiently well with to acquire the skills they need for their future learning. This is because the childminder does not reflect sufficiently on the different ways in which children learn or consider this when planning activities.

Nevertheless, the childminder does plan some activities and children enjoy discussing what their favourite toys are and what they like to do while at the setting. Children are interested in making masks and book marks and confidentiality talk about their characters and colours which they are using to carry out the activity. This promotes their physical development by using manual and problem-solving skills. The childminder does not work with parents to obtain information about children's starting points and capabilities, which means that the childminder does not know them well when they start at the setting.

Assessment arrangements for children are not yet in place, including the assessment of children between the ages of two and three years. Therefore, the childminder is unable to make parents unaware of the children's progress and development and how they can support their learning at home.

Children are acquiring some of the skills, which they need to be ready for school. They are confident and well settled and are becoming independent learners, developing small motor skills through art and craft activities. For example, she encourages children to become independent through an arts and crafts session and the childminder uses this opportunity well to praise and encourage them for their achievements. Children behave well and need very little intervention, however, at times, they loose interest and lack motivation for learning. This is because children are not sufficiently challenged during everyday routines and planned activities.

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

Children's safety is compromised because the childminder does not have an up-to-date, first-aid certificate. In addition, she does not record all children's emergency contact details. Furthermore, the childminder does not maintain accurate records of children's arrival and departure times. As a result of these failings, children's safety and well-being are compromised. However, children enjoy their time at the setting and are well settled. They arrive at the setting with ease and are welcomed by the childminder on arrival. Children feel comfortable accessing resources and demonstrate this as they discuss with one another what they would like to play with. The childminder is warm and friendly, she has a written behaviour management procedure in place and is clear about the importance of this. Children are regularly praised for their good behaviour and appropriate strategies are in place to manage negative behaviour. Positive relationships with parents and carers

are in place. The childminder discusses children's needs on a regular basis at drop-off and collection times. Communication takes place verbally and is centred on what the child has been involved in during that day. Parents' comments state that they are happy with the care, which they receive for their children. Children are encouraged to form positive attachments to form and helps them to feel emotionally secure.

The childminder supports children with learning the importance of adopting a healthy lifestyle. She helps children to learn how to wash their hands before mealtimes and after using the toilet, which means that they begin to gain an understanding of personal hygiene. Mealtimes are a social occasion. The childminder uses this time to sit with the children while they eat their food and talk about the events of the morning. Children are encouraged to become independent at mealtimes by feeding themselves. This nurtures children's social interaction. The childminder cooks for the children and she holds appropriate food-hygiene training. As a result, the childminder is aware of current guidance and food-hygiene practices. The childminder effectively supports children to develop an understanding of the importance of physical exercise. Children have regular access to the childminder's rear garden. She also takes children to the local park, which gives them fresh air and exercise. As they grow, they have opportunities to use larger apparatus and learn how to challenge their physical skills further. As a result, children learn about early risk taking as they use apparatus and negotiate space around them.

Children learn how to be safe because safety measures are sound and they are supervised appropriately. The main door, back door and back gate are kept locked at all times. In addition, the childminder has a fire evacuation procedure and is aware about keeping children safe in an emergency. Health and safety procedures are in place. There is a daily check list for risk assessments, which is used to check that the safety measures are in place, for example, fire guards and stair gates. The childminder understands the importance of carrying out daily risk assessments both indoors and outdoors and on outings. Children learn about road safety and the importance of staying close to the childminder when they go out and about. This way, they learn to recognise dangers and how to manage risks.

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

Arrangements for safeguarding children are insufficient because the childminder fails to meet a number of safeguarding and welfare requirements. The childminder does not have an up-to-date, first-aid qualification. This is a breach of the legal requirements, which has a negative impact on children's welfare. This also means that there are breaches of the legal requirements of the compulsory and voluntary parts of the Childcare Register. The storage of confidential information is not sufficiently robust, some of the children's personal emergency contact details are not recorded and stored appropriately. Daily registers of children's names are not up to date. Also, arrival and departure times for children are not documented. This is a breach of the statutory safeguarding and welfare requirements and as a result, children's safety and well-being are compromised. The childminder does, however, have a suitable safeguarding policy that meets the requirements of the Early Years Foundation Stage. She has satisfactory knowledge and

understanding for child protection. For example, the childminder is clear about what action to take if she had concerns about a child or felt that a child was at immediate risk from harm.

The childminder has an insufficient understanding of the learning and development requirements across the seven areas of learning. In particular, children do not receive a rich and challenging learning experience because planning is not targeted or robust enough to offer a wide and varied range of experiences that reflect the needs, abilities or interests of the children attending. Since the last inspection, the childminder has made little effort to address the recommendations for improvement, particularly in relation to supporting children's learning and development. The childminder has undertaken an appropriate early years qualification at level 3. However, she has not translated the knowledge she gained from this training effectively into practice to meet the requirements of the Early Years Foundation Stage. Consequently, she does not demonstrate a strong commitment to driving improvement because she has failed to recognise the areas that need improvement in her provision and to address them.

The premises are safe and secure. The childminder supervises the children appropriately and undertakes suitable risk assessments, which helps to reduce hazards to their safety. Relationships with parents are friendly and they express positive comments about the childminder. They confirm that they are happy with the service. The childminder has links in place to work in partnership with other professionals as she takes children to and from the local school. This supports children with the transition to school when the time comes and enables the childminder to complement the learning that takes place at school.

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:

- maintain an appropriate first-aid qualification (compulsory part of the Childcare Register)
- keep records of the name, home address and date of birth of each child, looked after on the premises; the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- maintain an appropriate first-aid qualification (voluntary part of the Childcare Register)

- keep records of the name, home address and date of birth of each child, looked after on the premises; the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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	EY318376
Local authority	Blackburn
Inspection number	878047
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	03/12/2009
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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