

Inspection date

08/07/2014

Previous inspection date

18/03/2009

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

3

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 not ensured that her assistant has sound knowledge of safeguarding policies and procedures. Therefore, children's welfare is not assured.
- The childminder does not use assessment arrangements consistently. Consequently, she does not effectively identify children's next steps in learning to influence future planning.
- The childminder does not display her certificate of registration and has failed to inform Ofsted of a change to the household, as required.
- The systems to evaluate the provision are not currently identifying or addressing breaches in legal requirements.
- The childminder does not always share information with other early years settings that children attend to provide a consistent approach.
- Children are unable to see what toys and resources are stored in boxes as there is no word and picture labelling to help them make independent choices.

It has the following strengths

- Children are content and enjoy exploring the appropriate learning experiences both inside and outdoors.
- Children benefit from positive interactions from the childminder and her assistant.

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 children playing inside and outdoors.
- The inspector observed the childminder and assistant's interactions with children.
- The inspector sampled documentation and considered the written views of parents.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2006. She lives with her husband and three children in Wellington, Somerset. Children have access to the ground floor of the premises and a bathroom on the first floor. There is an enclosed garden to the rear of the property.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder employs an assistant and is currently minding for seven children in the early years age range.

What the setting needs to do to improve further

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

- provide suitable training to assistants to ensure their knowledge of procedures, in particular to safeguard children
- ensure detailed observations are consistently completed for all children and used successfully to identify children's next steps in learning according to their age and stage of development so that meaningful activities can be planned
- obtain a certificate of registration from Ofsted and display it at the setting for parents to see

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

- develop systems to share information with other early years settings that children attend
- develop further the system for monitoring and evaluating the provision to foster a culture of continuous improvement
- improve the organisation of the learning environment through effective labelling of the toy boxes so children can make independent choices about their learning.

Inspection judgements

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

There is a suitable range of experiences to encourage children's learning and development. The childminder plans activities according to children's interests, ensuring that the play space is well organised to meet children's individual needs. She gains useful information from parents as their children start at the setting and encourages parents to share children's achievements at home occasionally.

Babies show a fascination with light and sound toys. They are excited when their actions cause the music to play and clap at their own achievements, showing pride in their accomplishments. Babies persevere in their movements. For example, the childminder demonstrates how to pull the duck along the floor to make it quack, talking about what she is doing. Babies try several times and are pleased with their eventual achievements.

Although older children cannot choose all toys and resources independently, they are confident to ask for help to reach the dolls, for example. Toddlers rock the doll in their arms putting a finger to their lips and saying 'Shh' as they sleep showing an awareness of care procedures. Older children talk about the dolls' needs stating 'This one wants her dummy'.

Children enjoy dressing up. The assistant supports this activity well. She turns the dresses the right way round and encourages children to dress independently, which helps them develop skills for their eventual move to school. Children communicate well, stating 'I'm a witch and I'm turning you into a duck' and cast their spells. The childminder and assistant help children understand about safety. For example, they suggest that children take the dressing up clothes off before they play outside, as they may trip.

There is appropriate communication between the childminder and her assistant to guide children's learning. For example, the childminder suggests that the assistant removes a toddler's dummy so that they can hear her speech and promote her language development. The childminder provides clear instructions to children as she interacts with them in their role play. Children listen well to instructions, retrieving different role-play food as asked. The childminder introduces new vocabulary, for example, by naming the aubergine. Children show awareness of safety, encouraging the childminder to blow on her 'hot' drink. Babies select two play foods, banging the cucumber and chips together to make a sound. However, the childminder is unsure of how to move the babies' learning forward effectively as she has yet to make observations and identify their stage of learning.

The childminder has made some observations about what children enjoy. However, she does not identify what the child has learned, or what their next steps should be to help her plan activities to help children make good progress. The childminder has identified what stage of development children are currently working at to see if there are any gaps in their learning. Therefore, assessment arrangements are inconsistent and the childminder does not have a clear enough picture of how to challenge children further in

planned activities. The childminder does not always gain information from other early years settings that the children attend so that there is continuity in planning for children's learning. The childminder understands her responsibility to complete a progress check for children aged two and has an appropriate format to use.

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

The childminder employs an assistant. However, she has not provided sufficient training or support to enable the assistant to understand her safeguarding procedures. Consequently, children's safety is not assured. Nonetheless, the childminder enables children to feel safe and confident in the setting as she takes time to get to know them and their care routines through her discussions with parents. This supports children's emotional well-being. There is an appropriate range of toys and resources, which reflect children's interests. However, the childminder does not always make best use of these to provide challenge. Some are stored at a low level in clear boxes so children can access them independently and make choices about their play. However, others are stored above children's height. The childminder has not labelled these with pictures and words to help children identify the resources they want to be taken down. As a result, children cannot always make decisions about their play indoors.

The childminder supervises risk taking satisfactorily. She observes children as they climb up to the table to sit in their booster seats for snacks. When children start to stand on a chair the childminder provides a gentle reminder supported with the stop sign, to reinforce understanding. Children are familiar with hygiene routines and wipe their hands before eating. Children enjoy a healthy snack, provided by the childminder, of grapes and banana. The childminder guides parents with ideas of what to put in children's lunchboxes so that there is not too much food or too many treats. The childminder maintains hygienic practices as she changes children's nappies routinely. She wears disposable gloves for soiled nappies, sterilises the mat after each use and washes her hands. This provides children with a good role model.

The childminder reminds children of safety in the sun when they decide to play outside. They talk about the importance of wearing sun cream. Children enjoy playing outside, making decisions about their play. They negotiate space on the ride-on toys and are mindful of each other as they play chasing games. The childminder interacts well with children, explaining the different surfaces and the effect they have on their speed which encourages children to investigate. The childminder has a sound knowledge of how to safeguard children. However, she has not shared the safeguarding procedures with her assistant to ensure children's well-being at all times.

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

The childminder has insufficient knowledge of the requirements of the Early Years Foundation Stage. Consequently, there have been some breaches in the legal

requirements. The childminder has appropriate knowledge of child protection issues, such as the procedure to follow if she has a concern about a child in her care. However, she has not provided appropriate training to her assistant to ensure that she is secure in safeguarding procedures. Consequently, the assistant does not know how to implement the policies and procedures to protect children. The childminder does not have a certificate of registration, and it is a requirement for her to display this and share it with parents. Assessment arrangements to monitor children's progress are not robust and, therefore, the childminder does not have a true picture of children's capabilities and their next steps in learning to influence future planning. This was a recommendation raised at the childminder's last inspection, which remains an issue. In addition, the childminder has not informed Ofsted of the birth of her youngest child. It is a requirement to do so, although on this occasion Ofsted do not intend to take action. These breaches mean that the childminder has not met the requirements of the Childcare Register at this time.

Generally, there are some sound procedures in place to provide children with a safe and secure environment. The childminder maintains an accurate record of children's daily attendance. She has completed detailed risk assessments of all areas used by the children, including the newly landscaped garden. She has sound systems in place to ensure that an authorised adult collects children, as detailed on children's individual records. If anyone unknown came to collect, she would require a photograph and/or a password before releasing the child into their care.

The childminder provides parents with verbal feedback at the end of each day so that they are aware of their children's daily activities. The childminder works in partnership with parents appropriately to support speech development, such as suggesting hearing tests. The childminder ensures she obtains information for each child before they start at the setting, including individual records and contracts with parents. Parents describe the childminder as 'friendly, caring and trustworthy,' and 'extremely professional with their child's best interests at heart'. The childminder has yet to engage fully with other early years settings that the children attend.

The childminder's self-evaluation processes are not currently identifying or addressing key weaknesses to prevent breaches of legal requirement. She has identified some areas to improve, such as developing the outdoor area with different surfaces and sections to promote learning outside. She has identified the need to provide shade in the garden and is sourcing a canopy. The childminder has made observations of her provision and wishes to develop a comfortable area for the children to share books. The childminder acknowledges that she has not attended recent training, other than those required such as first aid, and wishes to extend her professional development to improve outcomes for 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:

- inform Ofsted of changes of circumstance within 14 days (compulsory part of the Childcare Register)
- display the certificate of registration (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstance within 14 days (voluntary part of the Childcare Register)
- display the certificate of registration(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	EY342651
Local authority	Somerset
Inspection number	815256
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	18/03/2009
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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