

Inspection date	04/03/2014
Previous inspection date	13/04/2010

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

- Children are not always protected because the childminder does not meet all of the legal requirements for the Statutory framework for the Early Years Foundation Stage; this includes risk assessments, emergency evacuation procedures, safety and suitability of the premises and obtaining appropriate consent from parents with regards to the use of an assistant.
- Children's good health is not effectively promoted as health and hygiene policies and procedures, particularly those in relation to the pet dogs, are not consistently implemented.
- The childminder does not effectively observe, assess or plan to support children's individual learning needs. She does not consistently share information about children's learning with parents or conduct a progress check at age two for children. She does not effectively monitor children's learning to ensure that they are able to make the best possible progress.
- Partnerships with other providers who are involved in the care and learning are not consistently implemented to ensure that children receive consistency and continuity in their care and learning.

It has the following strengths

- Children are happy and at ease in the company of the childminder, which helps to support their emotional well-being and helps them form trusting relationships.

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 spoke with the childminder at suitable times throughout the inspection.
- The inspector observed the childminder engage in activities with children.
- The inspector looked at a sample of available documents.
- The inspector took a tour of the premises.

Inspector

Claire Jenner

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their three children aged 13 years, 10 years and eight years in a house in East Goscote, Leicestershire. The childminder works with an assistant. The whole of the house is used for childminding. The family have three dogs as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminding provision operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- ensure risk assessments clearly identify aspects of the environment that need to be checked and take the necessary action to remove and minimise risks to children
- implement effective health and hygiene policies and procedures with specific regard to managing dogs within the home
- take reasonable steps to ensure the safety of children on the premises in the case of fire or any other emergency and ensure an emergency evacuation procedure is in place
- provide evidence of parent's consent to leave children with the assistant, including for very short periods of time
- update knowledge of the learning and development requirements, in order to consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- observe children to understand their level of achievement, interests and learning styles and provide an appropriate range of resources, in order to shape learning experiences for each child, reflecting those observations through planned, purposeful play and through a mix of adult-led and child-initiated activity
- complete a progress check at age two for each child between the age of two and three years, in order to provide parents/carers with a written summary of their child's development in the prime areas of learning, which identifies the child's strengths and any areas where the child's progress is less than expected
- obtain and share information regularly with professionals, parents and carers and other early year providers to allow an effective two-way flow of information that informs planning and supports effective teaching.

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

Children are not making adequate progress in their learning because the educational programmes do not provide sufficient challenge for children. This is because the

childminder does not have an up-to-date knowledge of the learning and development requirements. In addition, she pays little regard to the presentation and use of resources, in order to create a stimulating environment where children are motivated to learn. Observations are in place but these are generic for all children and do not reflect their individual achievements and next steps in learning. Furthermore, the childminder does not assess children or analyse the information that she has gathered. This means that she does not have an accurate enough picture of what children can do and where they may need additional help, in order to prepare them for their next stage in learning. The childminder is aware of the requirement to complete the progress at age two when they are aged between two and three years and to cover the prime areas of learning, in order to provide a report for parents. However, she has yet to complete these in order to ensure parents have all the information that may be necessary to secure early intervention for their child, should a concern be identified.

The childminder's interactions with children are generally positive and supportive. She responds warmly and sensitively to their questions and responds appropriately as they express an interest in singing. For example, she uses a laptop loaded with favourite action songs and rhymes to sing with children. She helps children to take turns choosing the song they would like to sing and builds on their early numeracy skills as they 'count' the number of frogs in a favourite song. However, the childminder misses opportunities to consistently engage and talk with children during everyday routines or to respond to their inquisitive nature. For example, at lunchtime children sit in front of the television. Furthermore, the childminder explains that children have an ongoing fascination with the vegetable 'okra' during regular trips to the shops. However, she has not followed this interest through. In addition, although children generally enjoy initiating their own play, the resources and activities available lack challenge and purpose. As a result, children are not supported in acquiring the skills and capacity to develop and learn effectively or to be ready for the next stages in their learning.

Partnerships with parents are generally positive. The childminder gathers some basic information from parents from the outset and maintains ongoing daily communication. However, this is focused too much on care practices. Consequently, parents are not able to continue to support their child's progress and development at home. In addition, arrangements to share information with other settings children attend are not effective. This means that the childminder is unable to plan appropriate activities and to ensure consistent care and learning for children.

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

A calm atmosphere supports children's learning and they have close and positive relationships with the childminder. Children are familiar with the routines and are confident and secure in the environment. Consequently, they feel settled and enjoy the time they spend with her. The childminder finds out all of the relevant information from parents about children's individual routines and care needs. She spends time getting to know children and settling-in sessions are agreed and reflective of individual children. This supports strong bonds and transition from their home to hers. Children behave

appropriately and the childminder has realistic expectations of them. She acknowledges children's positive behaviour and considers her responses, so that they are reflective of individual needs and levels of understanding. The childminder ensures that she is a positive role model and is calm and sensitive in her approach. She provides further opportunities to support children's personal, social and emotional development through daily routines. For example, she attends community groups with children on a regular basis, providing opportunities for them to meet and play alongside their peers in different surroundings.

Children's self-help skills and independence are appropriately promoted by the childminder. This means children are learning to manage their own personal needs, for example, they fetch their own lunch box and lay out the mat ready to eat. They are aware of their own personal care needs and are appropriately supported by the childminder in accessing the toilet and washing hands.

Children enjoy outdoor play on a regular basis. They have access to the childminder's garden and also go on frequent trips to the local park and recreational areas. This contributes to a healthy lifestyle and promotes physical development as they climb and balance on large equipment. Children show a growing awareness of their own safety and how to keep themselves safe, for example, not climbing on furniture. However, the childminder does not have a procedure in place to evacuate the premises if there is a fire or an emergency. As a consequence, children are left unsure of what to do in the event of an emergency. The childminder works with parents in order to agree arrangements for providing meals and to discuss any individual dietary requirements. Children sit together at lunchtime on the floor. However, the childminder does not make good use of the equipment that she has available or take time to talk and engage with children during this time. As a consequence, opportunities are missed to promote children's development and to promote the skills to support their next stage in learning, such as moving onto school.

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

Following a recent visit by Ofsted the childminder received a notice to improve to ensure that written consent was obtained from parents for taking children on outings and to ensure risk assessments are in place; paying particular regard to pet dogs. The childminder has obtained the necessary written parental consents to take children on outings and has reviewed her risk assessments, but these are not fully effective. At the time of the inspection a number of safety, health and hygiene issues were identified. For example, do-it-yourself tools, solvents and first aid items were easily accessible to children in the bathroom and lounge. In addition, children were observed to eat on a mat that was licked by the childminder's dogs. These significant weaknesses in practice are breaches in the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage and are also breaches of the requirements of the Childcare Register. The childminder ensures that those living in her household and assistants are suitable to be in the vicinity of children as they hold Disclosure and Barring Service checks. In addition, she keeps parents informed of her assistant and his involvement with children. However, she

is unable to provide evidence of their consent for him to be left in sole charge of children. The childminder demonstrates a sound knowledge of her responsibilities to promote and safeguard children's welfare with regard to the procedures she would follow in the event of a child protection concern. She has a written policy and procedure in place which she shares with parents and her assistant. In addition, she has attended training in this area to improve and update her knowledge.

The childminder has some understanding of her responsibility to meet the requirements of her registration. She has attended several training courses to increase her knowledge and understanding and to support her in promoting children's learning. In addition, she has attempted to address some of the actions and recommendations raised at previous inspection visits. However, the childminder has not made effective use of these training experiences or self-evaluation in order to identify and address the weaknesses in her setting. She does not effectively monitor children's learning to ensure that they are able to make the best possible progress. This demonstrates the childminder's limited capacity for sustained improvement.

The childminder's partnerships with parents are friendly and supportive. She keeps them informed of their children's routines through daily feedback. However, she does not routinely provide them with information of how the Statutory framework for the Early Years Foundation Stage is delivered in her setting or how parents can continue to support their child's progress at home. The childminder has recently taken some positive steps to obtain parents views through the use of parental questionnaires. They comment that their children are happy with the childminder and enjoy their time with her. The childminder has some contact with other providers but this is informal and irregular. As a consequence, transition from one setting to the other is not effectively managed and children do not receive continuity of learning and care.

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:

- undertake a risk assessment of the premises and ensure that all of the necessary measures are taken to minimise any identified risks (compulsory part of the childcare register)
- Ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the childcare register)
- undertake a risk assessment of the premises and ensure that all of the necessary

measures are taken to minimise any identified risks (voluntary part of the childcare register)

- Ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (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	EY395608
Local authority	Leicestershire
Inspection number	952698
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	13/04/2010
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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