

## Inspection date

Previous inspection date

11/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

Previous inspection:

Not Applicable

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 first aid certificate, this does not support safeguarding children or promote their well-being.
- Systems for observing and assessing children's progress are not sufficiently robust to ensure that planning is matched to children's needs and the educational programmes provide a range of challenging activities across all areas of learning.
- Links with other providers including schools, to share information about children's learning and development have not been established.
- Effective systems for monitoring and self-evaluation have not been established, this means that key areas for development have not been identified.

### It has the following strengths

- Children are developing close relationships with the childminder because she provides a warm and caring environment.
- The childminder has completed appropriate written risk assessments for her home and outings and completes daily checks to ensure that there are no hazards accessible to minded children.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journeys, a selection of policies and children's records.
- The inspector took account of the views of parents through completed questionnaires and discussion.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

## Inspector

Julie Morrison

## Full Report

### Information about the setting

The childminder was registered in 2009. She lives with her husband and one child age 14 years in Castleside, Consett. The family have a pet dog. The whole of the ground floor and first floor bathroom is used for childminding.

The childminder is registered by Ofsted on the Early Years Register and the compulsory

and voluntary parts of the Childcare Register. She currently has two children on roll, both of whom are in the early years age group. The childminder cares for children Monday to Friday from 8am to 6.30pm for 50 weeks of the year. She holds a National Vocational Qualification level 3 in children's care, learning and development. She escorts children to and from the local school.

### **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 paediatric first aid certificate
- consolidate and expand on systems for observing children's individual needs, interests and stages of development. Use observations to plan a range of challenging learning experiences across all areas of learning
- implement systems to share information about children's learning and development with other providers of the Early Years Foundation Stage and use this information to ensure continuity for children who attend more than one setting.
- analyse the information gained through observation to identify and plan children's next steps in learning
- improve the delivery and monitoring of the educational programmes to ensure that all aspects are sufficiently included, so as to inform assessment and effectively identify children's progress and any areas where progress is less than expected
- foster a culture of continuous improvement by developing systems for self-evaluation to set realistic targets and drive future improvement.

### **Inspection judgements**

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

The childminder has a suitable understanding of the signs and symptoms of abuse, including procedures to follow if she had a concern about a child. Written risk assessments and regular checks of areas and equipment, along with adequate safety equipment, such as fire guards for the oven help to promote children's safety.

The childminder demonstrates a suitable understanding of the importance of developing her practice. She has attended some relevant training, such as equality and diversity and has obtained a National Vocational Qualification at level 3 in childcare. However, effective

systems to monitor and evaluate her practice are not in place and priorities for improvement have not been identified. The childminder has not ensured that all of the legal requirements are met as she does not hold a current first aid certificate; this is also a breach of the requirements of the Childcare Register. The childminder also demonstrates too little understanding of the learning and development requirements in order to monitor the educational programme effectively. This does not effectively safeguard children and does not support them to make appropriate progress in all areas of learning.

The childminder has suitable procedures in place to work with parents. She shows them copies of her policies at the start and gathers all required information to meet children's individual care needs, such as consents and emergency contacts. Information about the current children's likes, dislikes and routines has been gathered verbally by the childminder. However, she has since developed a more formal procedure to maintain this information, although this is not yet used as part of her planning to ensure children's individual needs are met. Parents report that they are happy with the care the childminder provides and state that their children enjoy coming to her home. However, the childminder has not developed any procedures to share information about children's learning and development with other providers of the Early Years Foundation Stage. This does not support continuity of learning for children who attend more than one setting.

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

Children are beginning to learn about how to keep themselves safe as they practise fire drills and the childminder talks to them about the importance of not touching the hot oven. However, children's well-being is not fully supported because the childminder does not hold an up-to-date first aid certificate to ensure prompt correct treatment in an emergency. This is a breach of the legal requirements.

The childminder provides a warm and friendly environment for all children. This helps children to feel settled and secure in her care and to begin to develop close relationships. This is evident as the children chatter constantly to her and move around the space confidently. The childminder has an adequate range of age-appropriate resources which she generally sets out prior to children arriving; this encourages them to make independent choices about their play. The childminder has a clear understanding of the age appropriate behaviour management techniques; she encourages children to share and talks to them about being kind to each other. Children's self-esteem is promoted as the childminder gives them regular praise and encouragement. Consequently, children behave well in her care.

Children are beginning to develop their self-care skills. The childminder reminds them to wash their hands before baking and older children use the bathroom independently. The childminder has an adequate understanding of the importance of providing children with healthy and balanced meals, and explains how she talks to children about the importance of making healthy choices. The childminder provides children with regular opportunities for fresh air and to promote their physical development. They go for local walks and walk regularly to the school to collect older children, this helps to begin to prepare them for the transition to school.

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

The childminder has a suitable understanding of the signs and symptoms of abuse, including procedures to follow if she had a concern about a child. Written risk assessments and regular checks of areas and equipment, along with adequate safety equipment, such as fire guards for the oven help to protect children's safety.

The childminder demonstrates a suitable understanding of the importance of developing her practice. She has attended some relevant training such as equality and diversity and has obtained a National Vocational Qualification level 3 in childcare. However, effective systems to monitor and evaluate her practice are not in place and priorities for improvement have not been identified. The childminder has not ensured that all of the legal requirements are in place as she does not hold a current first aid certificate, this is also a breach of the requirements of the Childcare Register. The childminder also demonstrates too little understanding of the learning and development requirements. This does not effectively safeguard children and does not support them to make appropriate progress in all areas of learning.

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### **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 in place (compulsory part of the Childcare Register)
- ensure an appropriate first aid qualification is in place (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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.                                                                                                                                                                                                               |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

EY397340

|                                    |                |
|------------------------------------|----------------|
| <b>Local authority</b>             | Durham         |
| <b>Inspection number</b>           | 784093         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 2              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | Not applicable |
| <b>Telephone number</b>            |                |

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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 that are usually their 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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