

Inspection date	20/11/2013
Previous inspection date	22/04/2010

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

- The childminder has significant gaps in her understanding and skills, and fails to ensure that the quality of her teaching is consistently effective to extend and challenge children in their learning and development.
- Poor systems for self-evaluation mean that weaknesses in the quality of teaching, keeping up-to-date with legal requirements and ways of making improvements, are not identified or appropriately addressed to enhance children's learning and welfare needs.
- The organisation of some toys is not good enough to encourage children to make independent choices in their play because they are stored in a way that children cannot reach them by themselves.
- Children's safety and welfare is compromised. This is because the childminder is not well organised and does not maintain required records, such as those relating to accidents and the administration of medication.

It has the following strengths

- The childminder and assistant are kind and caring with children. They have adequate partnerships with parents, which results in children feeling secure and happy. Children are forming warm attachments with the childminder and 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 spoke with the childminder, assistant and interacted with children at appropriate times throughout the inspection within various rooms of the childminder's home.
- The inspector sampled a selection of documentation, including child development records, training and qualification documentations, risk assessments, car documentation, medication records, written policies and procedures including safeguarding and other required records.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents as discussed with them and previously with the childminder.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 15, nine and five years in a house in Mansfield Woodhouse, north Nottinghamshire. The whole of the house is used for childminding but care is mainly provided downstairs and in the lower level breakfast kitchen area. There is an enclosed rear garden for outdoor play. The childminder works with assistants.

The childminder and assistants attend a toddler group and activities at the local children's centre and visits the shops and park on a regular basis with children. She collects children from the local schools and pre-schools. There are currently 12 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- increase understanding of the Statutory framework for the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy and safe
- reflect on the different ways that children learn and understand and how to consistently implement the characteristics of effective teaching and learning in practice
- ensure robust observations of children's learning are undertaken and assess their progress across the seven areas of learning in relation to their age and stage of development, using this information to plan the next steps in learning for each child so that they make good progress
- provide evidence that the vehicles in which children are transported, and the driver of those vehicles, are adequately insured and are suitable for use
- ensure the following information for each child is in place: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers
- ensure that written permission is obtained from the child's parent and/or carer before administering medication
- keep a written record of all accidents or injuries and first-aid treatment.

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

- ensure toys are organised effectively enabling children to make independent choices in their play.

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

The childminder has recently introduced a new way of tracking children's progress. However, the observations and assessments undertaken are not robust enough to ensure children's individual targets and next steps in their learning are sharply focused.

Furthermore, the quality of teaching is variable which does not offer children a consistent approach and support in enhancing their learning and development while incorporating the seven areas of learning. As a result, children do not make sufficient progress, are not being adequately challenged or provided with consistent opportunities to enhance their learning and development. For example, during a construction activity, children are not asked open-ended questions. Children are restricted in being able to come up with their own answers or opportunities to describe objects and further match colours.

Parents are given time to talk with the childminder about what their children have been playing with. The childminder also provides parents with the opportunity to look through their child's development file. The childminder also uses this file to suggest ideas to parents about how to continue to support their child's learning at home. For example, to support children's language skills the childminder encourages parents to use key words that the children are familiar with and practise them while looking at themselves in the mirror, adding fun and consolidation in their learning. Children are generally supported in their readiness for school. The childminder encourages older children to participate in more regular activities to help with their literacy skills, such as, making marks, looking at books and recognising letters of the alphabet.

Children enjoy the company of their friends. They play in various ways according to their age and ability. For example, younger children explore the toys playing alone alongside their friends as would be expected for their age. Older children engage in conversation with their peers while participating in a balancing game with the childminder. They count how many seconds it will take until the small wooden cylinder on the childminder's head falls off. They have fun during this activity while their mathematical skills are supported. Children enjoy time at soft play centres, which helps them enhance their large muscle skills as well as learning to play with other children of a similar age.

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

Children's overall well-being is inadequate. This is because the childminder's understanding of the learning and development and safeguarding and welfare requirements are inadequate. The childminder lacks robust knowledge of using daily activities and routines to plan appropriate learning experiences to support children in their development. For example, during preparation for lunch children are not given appropriate learning opportunities to understand the importance of washing their hands to prevent the spread of infection. This is because the childminder and assistant do not explain this to children when they encourage them to use hand gel to remove germs from their hands before eating. Furthermore, the childminder is disorganised in ensuring particular records regarding meeting children's immediate medical and health needs are securely in place. For example, following a suspected minor incident, the childminder does not record this in an accident book to share with parents so that they have received the information about a possible injury to their child. As a result, children's health and welfare needs are compromised. The childminder's home is clean and well presented and children are happy to explore the toys and activities. However, they are at times restricted in achieving this independently because some toys are not organised well enough. This is because some of the toys are stored on top of one another or behind other toys, which prevent children

from self-selecting toys of their choice.

Children are happy and settled, they are confident to explore and have secure attachments with the childminder and assistant. This is because the childminder and assistant are kind and caring. The childminder gathers useful information from parents to help children settle during their transition from home or school. Furthermore, children's self-esteem is supported enough because the childminder and assistant praise them for their achievements and acceptable behaviour. For example, when children have finished their healthy, light meal of sandwiches followed by yoghurt and diluted juice or water, the childminder and assistant use positive words, such as 'well done', acknowledging how well the children have eaten. The childminder and assistant do help children learn about keeping safe. For example, they talk to the children about the importance of walking carefully downstairs so they do not fall. The childminder also talks to the children about holding on to the pushchair and walking carefully on the pavement when walking to and from school. This helps children understand what to do to keep safe. Children spend appropriate time outside in the fresh air while exercising. For example, the childminder and assistant take children to the park as well as encourage children to spend time in the back garden on the swings and slide and playing football while using their large muscle skills.

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

The childminder has not ensured that all of the statutory welfare, learning and development requirements are met. She has too little understanding of the learning and development and safeguarding and welfare requirements. She lacks secure knowledge and understanding of how to implement effective teaching skills in her practice. Furthermore, her understanding and skills to implement robust safeguarding and welfare procedures for all children is weak. As a result, children do not make rapid progress in their learning and development and their welfare and safety is compromised. The childminder and assistant are secure in their knowledge of the procedures they need to take should they have any concerns regarding a child in their care or if any allegations were made against themselves. A written safeguarding policy is shared with parents helping them understand the roles and responsibilities the childminder and assistant have in protecting children. The childminder ensures that all those working with children are suitable to do so or by ensuring they are supervised when looking after the children while waiting for completed suitability checks. The childminder undertakes risk assessments for all areas that children come into contact with inside the home, garden and when on outings. She ensures that children are appropriately supervised at all times, including when on outings.

A suitable range of policies and procedures is shared with parents and also offers guidance for the assistant to follow appropriately. However, some records are disorganised and do not meet requirements. For example, accident records are not completed when accidents occur and when medication has been requested by parents to be administered, records are not kept or parents consenting signatures obtained. Furthermore, not all records of children's details are completed. This means that legal requirements for both parts of the

Childcare Register are also not met. Furthermore, although the childminder is able to explain how she drives with due care and attention with children in her car, she is unable to provide evidence that there is appropriate car insurance in place. As a result, children's health, safety and welfare needs are significantly compromised.

Children do not benefit from the way in which the childminder monitors the service she provides to make improvements. Recommendations made at the last inspection have not been successfully implemented and impact on children's learning and development. For example, the quality of teaching is not good enough because the childminder does not successfully track children's progress resulting in a range of pertinent activities for individual children not being provided. The childminder has reviewed the way she generally organises areas of her home to accommodate children and has introduced a refurbished room designated for some play. Although the childminder has undertaken some childcare training her knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage does not support children's welfare, safety or learning effectively. The childminder works flexibly to meet parents changing work patterns and personal circumstances. She also keeps them up-to-date regarding their child's daily events, learning and care needs through discussion and the sharing of children's development files. The childminder offers adequate links between other professionals, such as with teachers, by helping children practise their phonic work while in her care and sharing this with parents, to continue to support their child's learning at home.

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 relevant records are kept regarding the name, home address and date of birth of each child who is looked after on the premises, and the name, home address and telephone number of the parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)
- ensure relevant records are kept regarding, any accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- ensure relevant records are kept regarding any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register).
- ensure relevant records are kept regarding the name, home address and date of

birth of each child who is looked after on the premises, and the name, home address and telephone number of the parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)

- ensure relevant records are kept regarding, any accidents which occur on the premises where childcare is provided (voluntary part of the Childcare Register)
- ensure relevant records are kept regarding any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (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	EY399546
Local authority	Nottinghamshire
Inspection number	943584
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	22/04/2010
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

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