

Inspection date	15/09/2014
Previous inspection date	10/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder teaches children well as she has a good knowledge of how they learn through play. They make good progress because she uses her observations to plan the next steps in their learning.
- There is a good partnership with parents, as the childminder encourages them to support children's learning at home and they are well informed about children's progress.
- Children are safe, as they are well supervised and the childminder has a clear understanding of how to safeguard children.
- The childminder is well-qualified and experienced, she is keen to develop her professional knowledge further through training.

It is not yet good because

- The childminder has not fully met the requirements of the Early Years Foundation Stage with regard to obtaining the correct suitability checks for other adults living on the premises.
- Monitoring and self-evaluation have not yet been fully established in order to identify any weaknesses in order to improve children's learning experiences.
- The childminder has not yet established fully effective links with other early years providers, in order to engage in regular and productive mutual support.

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 the children engaged in a range of learning activities, play and daily care routines with the childminder.
- The inspector looked at the childminder's planning and a range of other documentation.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector conducted a joint observation with the childminder.

Inspector

Catherine Sharkey

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged four years and four months, in Rugby, Warwickshire. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays. She uses the whole of the ground floor and a first floor bedroom for childminding. There is an enclosed garden for outdoor play. The family have a dog. The childminder attends local playgroups, visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There is currently one child on roll who is in the early years age group and attends for a variety of sessions.

What the setting needs to do to improve further

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

- make sure there are robust and effective systems in place to obtain an enhanced Disclosure and Barring Service check for all adults living in the household and to allow Ofsted to make all relevant checks.

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

- improve the monitoring and evaluation of the provision in order to identify and address any weaknesses or omissions and to strive for continuous improvement in children's learning experiences
- strengthen links with other local early years providers in order to engage in more regular mutual support that will benefit the children being cared for.

Inspection judgements

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

The childminder has a good knowledge of how children play and learn and is very experienced in working with children in the early years age range, particularly with babies. She has just returned to childminding after maternity leave, although, is clearly able to demonstrate how she assesses children's progress, using information from parents and her own observations. She has a good understanding of how to measure children's progress, using appropriate guidance documents, and knows how she will plan interesting activities which meet children's needs and reflect their interests. The childminder obtains detailed information from parents about what children already know and can do, and uses

these as a starting point to build on their learning. This means they can begin to make good progress from their first day with the childminder. She plans to involve parents in the support of children's learning and development through the daily sharing of written and verbal information. She guides them on how to support children's learning at home and keeps them well informed about children's activities.

The childminder engages babies in activities she knows they enjoy, as soon as they arrive. They choose shakers and bells from a box of exciting percussion instruments. The babies enjoy the sounds they make with the bells and shakers, but they show by their facial expressions that they do not like loud noises produced by blowing into other instruments. The childminder is skilled in recognising how babies communicate and acknowledges this by setting out only the instruments that make gentle sounds for the babies to choose from. She talks to the babies and encourages them to repeat sounds and single words, as she knows what they are able to say from information gathered from parents. The childminder helps babies to stand and walk and provides baby walkers so that they increase their confidence on two feet. She sets out an exciting range of colourful toys which babies explore such as, a large train set, cars and toy animals. The babies are encouraged to crawl over to the toys they want to play with so that they stretch and use their large muscles.

Teaching is good because the childminder sets suitable challenges for children from their first day that are carefully planned to help children move forward. For example, she knows a baby likes to pretend to talk on the telephone, so she provides a toy one and encourages the baby to say the words she knows and to repeat new sounds and words. This means children's communication and language skills are developed effectively. Children develop their physical skills well, as the childminder provides a ball pool and soft play equipment for them to use each day. They develop their coordination and early movement skills well through the use of balls, sit and ride toys and a wider range of equipment. Attendance at these groups also supports children's social skills further so that they are well prepared for the next stage in their learning.

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

The childminder places a high priority on children's good health and well-being. She obtains detailed information from parents about children's routines, needs and preferences so she can meet their needs effectively. Babies settle very quickly because they may have as many settling-in visits as they need until they become familiar with their new environment and the childminder. She helps babies to make friends with her own baby so they develop an awareness of other children. The babies stroke each other's faces gently and look at each other with curiosity as they sit on the childminder's lap. Babies are happy and calm as they play. The childminder continues with their normal home routines such as, putting them to sleep in a travel cot in a quiet room, which meets parents' wishes and makes sure children benefit from continuity in their care. Children soon form close bonds with the childminder, as she is very caring and experienced in looking after babies. She plans ahead very effectively, making sure she has everything she needs to hand, so that she does not leave children unsupervised at any time and their care needs are met.

Overall, children are kept safe and secure. Working practices and procedures such as, those for risk assessments and keeping children safe from harm, are sound. Children are generally developing a sense of personal safety as they learn to take safe and controlled risks when exploring their surroundings. They benefit from close and attentive supervision from the childminder who understands the needs of young children and babies. However, the systems for making sure suitability checks are carried out on all members of the household are not as effective as they should be, and this impacts on how well children's welfare and well-being is promoted. Other aspects of children's care are effective. Parents provide food from home for their babies, and so the childminder checks this is healthy and appropriate for the baby's stage of development. Babies sit in low chairs with trays attached, and manage their food and lidded cups very well by themselves, so they gain independence during feeding times. The childminder ensures children have plenty to drink throughout the day. She teaches children good hygiene, as she stops them from eating food they have dropped on the floor. The babies understand from the childminder's tone of voice and facial expressions that this would not be nice to eat. The childminder ensures children become used to healthy lifestyles, as they play outdoors and have daily physical play. They learn to take controlled risks safely as they explore their surroundings with close supervision.

Behaviour is very good because the childminder guides children gently away from any disputes over the sharing of toys, so that they learn to take turns or find other toys to play with. The childminder has good links with local nurseries and schools, so if children move on to these, she will share relevant information with the staff so that children's needs are met.

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

The inspection was prioritised following concerns being raised about the childminder's ability to safeguard children. Generally, children are kept safe, although, the inspection found that the childminder had not obtained an appropriate enhanced Disclosure and Barring Service check for other adults living on the premises. The childminder has a clear safeguarding policy in place and a good awareness of her responsibilities to safeguard children and takes all reasonable steps to do so. However, she did not fully understand that, although other adults living on the premises did hold a current suitability disclosure, this was not carried out in relation to childcare and information had not been provided to Ofsted to allow them to carry out the relevant checks. This is a breach in the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage and of the requirements of the Childcare Register. The childminder has now taken action to rectify this situation and obtain an appropriate suitability check. She has a clear understanding about her responsibility to notify Ofsted of any changes in the household and about the correct ratios of adults to children. She supervises children well at all times and no other adults have unsupervised contact with children, so that they are safe. The premises are secure and the childminder carries out effective risk assessments for her home, garden and for outings so that any potential hazards are minimised. The childminder is experienced in her knowledge and practice of keeping children safe because she has several years experience in working as a nursery practitioner. Two and a half years of this

was spent working in baby rooms. She is vigilant in her record keeping and in her daily care of children, so that their health is well protected and their needs are met.

There is not yet effective monitoring of the provision, as the childminder has only just begun to mind children again after maternity leave. However, she understands the importance of evaluating what children learn and reflects on how the activities offered can be adapted to suit their needs. She is very well motivated and continually looks for ways in which to improve children's learning experiences. She seeks the views of parents and children so she meets their needs in the care and learning she provides. The childminder attends regular training courses which shape her professional development and improve her teaching and knowledge of how children learn. She invites parents to comment on her provision and provides them with good information about her policies and practice.

The childminder has established good links with other local early years providers in the past and attends childminders' groups with the children each week. This means she improves her provision through sharing ideas and best practice. However, this is not yet been re-established since returning to her work, to enable the childminder to engage in regular, meaningful mutual support. She has some contact with a local authority early years development worker in order to support and re-establish the monitoring of her provision. She understands the importance of working in partnership with other professionals should the need arise.

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 that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person. (compulsory part of the Childcare Register)
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Disclosure and Barring Service check has been obtained through Ofsted in respect of that person. (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	EY412130
Local authority	Warwickshire
Inspection number	989169
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	10/05/2011
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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