

Inspection date

25/07/2014

Previous inspection date

26/10/2011

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 insufficient understanding of the requirements of the Early Years Foundation Stage, and how to apply them in daily practice. The number of children cared for by the childminder breaches the statutory requirements for safeguarding and welfare and has a significant impact on children's safety and well-being.
- Teaching is not effective as the childminder does not establish children's starting points when they first attend. This means planning for the next steps in their learning and monitoring their progress is not effective.
- The childminder does not complete the required progress check for children aged between two and three years.
- The childminder has not updated her knowledge of procedures for safeguarding children regarding the use of mobile phones and cameras in the provision in order to safeguard children's welfare.
- The childminder does not keep a record of complaints or accurate documentation of children's attendance which have an impact on children's safety and well-being.
- The childminder has not implemented a self-evaluation process to identify strengths and address and identify areas for improvement.

It has the following strengths

- Children form close relationships with the childminder and her family and enjoy their interaction with them.

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 in the indoor and outdoor environment and viewed all areas of the childminder's home used for childminding.
- The inspector held discussions with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector viewed evidence of risk assessments, policies and procedures, and other documentation in relation to health and safety checks.
- The inspector checked evidence of suitability of members living in the household and the childminder and her assistants qualifications.
- The inspector took account of the views of parents provided through written comments in the childminder's documentation.

Inspector

Jacqui Oliver

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who works as an assistant and two children aged 11 and four years. They live in a house in a village close to Downham Market in Norfolk. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools. The family has one dog as a pet. There are currently 11 children on roll. Seven of these are in the early years age group. She also offers care to children aged over five years. The childminder operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for 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:

- develop a greater knowledge and understanding of the requirements of the Early Years Foundation Stage and how to apply them in daily practice, in order to appropriately provide for children's welfare and support their learning and development
- ensure the ratios are maintained at all times by having regard to the number of children cared for in order to provide effective supervision, ensure that children's needs are met and protect their safety
- improve children's learning and development by establishing children's starting points and assessing each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan challenging next steps in learning for each child
- ensure that parents are provided with a short written summary of their child's development in the prime areas when they are aged between two and three years, identifying the child's strengths and any areas where their progress is less than expected
- implement a procedure for managing the use of mobile telephones and cameras within the childminder's home
- ensure written records are kept regarding concerns and complaints, and their outcomes
- maintain a daily record of the names of children being cared for on the premises and their hours of attendance.

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

The childminder does not demonstrate an adequate understanding of the requirements of the Early Years Foundation Stage. As a result, children's development is not promoted well enough across all seven areas of learning. When children start with the childminder, there is some discussion with parents regarding children's care needs, such as, their eating and sleeping patterns and any dietary or medical requirements. This ensures children's care needs are met. However, the childminder does not assess the children's developmental starting points so that she can plan the next steps in their learning and monitor their

progress effectively. Therefore, children's progress towards early learning goals is not clearly demonstrated. Furthermore, the childminder has not carried out the required progress check for children between the ages of two and three years. As a result, parents have not been provided with a summary of their child's development in accordance with requirements. This means that the monitoring of young children's developmental progress is not fully effective and their strengths and any areas where the child's progress is less than expected are not identified.

The childminder has made some observations of children's achievements and these are recorded in learning journeys. However, the observations are not carried out regularly enough and are not used to effectively to identify children's next steps in learning. Therefore, the childminder is not able to ensure that activities are tailored to build on what each child knows and can do. There is limited planning in place and this means that children are not always provided with challenging and enjoyable experiences to help them to make progress across all areas of learning. The educational programmes lack depth or breadth and do not provide adequate challenge for all children. As a result, there are times when children are not fully engaged or involved with the activities provided which hinders their learning.

Children are able to use a well-resourced garden and are provided with a range of experiences. For example, they enjoy exploring the properties of foam during a 'messy play' activity. Children also develop their writing skills with a selection of coloured paints, pencils, crayons. Photographs and notices displayed around the room provide older children with opportunities to engage in conversation and learn that print has meaning. Children engage in imaginary play with the small world figures and a dolls house. They are developing their language skills as they talk to the childminder and her assistant throughout the day about what they are doing and what they want to do next. Children are appropriately prepared for their next stages of learning. For example, they listen to stories, enjoy a range of books and develop their social skills when playing with other children at the setting.

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

Parents are supported in helping their children to settle and information regarding their children's routine, likes and dislikes are recorded. This contributes to a smooth transition into the setting. Children appear happy and relaxed with the childminder. They also enjoy the company of the childminder's children. They are learning to play and share well together and treat each other respectfully. The childminder's home is well equipped with a suitable range of toys and resources that are stored in low-level storage boxes. This enables children to make choices about what they want to play with. Children are generally well behaved and are provided with clear and consistent information about the boundaries and house rules.

Parents provide their children with all daily snacks and meals. The childminder encourages healthy eating by giving parents suggestions of the healthy foods that can be offered in the children's lunch boxes. Children are encouraged to develop healthy lifestyles because the childminder follows appropriate hygiene procedures and practices which meet the

children's physical, nutritional and healthcare needs. Children make some progress in developing skills they need for later life. For example, they are encouraged to take care of their own personal needs. They use the bathroom and know to wash their hands. They play well together and older children are caring and supportive of the younger children. Children visit the local park, toddler groups, soft play areas and also play in the childminder's garden. These activities encourage the children to develop their understanding about how fresh air and exercise contributes to a healthy lifestyle.

Children are generally kept safe through the childminder's clear practices and procedures. Accidents are recorded and signed by the parents, and the childminder and her assistant both hold a suitable first aid qualification. The childminder ensures the safety of children around animals and the family's dog is not accessible to children. Children are encouraged to learn about their own safety within the home and on outings. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of an emergency. They learn about the importance of road safety when walking around the local area. The younger children also attend local toddler groups where they learn to share, take turns and be sociable with others. This helps to prepare them for the next stages in learning.

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

The childminder has a limited understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage or the requirements for the Childcare Register. As a result, she cares for more than the permitted number of children, which significantly impacts on her ability to provide consistent care practice. In addition, the records regarding children's attendance are not consistently completed and there is no complaints policy or records kept of complaints made about the provision. These have a significant impact on children's welfare and safety. The childminder has some risk assessments in place and is able to demonstrate how she manages the safe collection of children from school. When being transported in her car, the childminder ensures that children are provided with the appropriate car seats for their age and height. The childminder demonstrates a sound understanding of her responsibilities with regard to protecting children. She has attended appropriate safeguarding training and has information regarding what to do if she has any concerns about the children in her care. All adults living on the premises or working with children are appropriately vetted and proof of their clearance is on file. The childminder has a safeguarding policy in place. However, this has not been updated to include the use of mobile phones and cameras in the setting to ensure children's welfare is not compromised. This is a requirement of the Early Years Register.

The childminder has access to a range of guidance documents. However, she does not have sufficient understanding of the learning and development requirements and how to apply them in her practice. For example, she has not carried out the required assessment process relating to the progress check for children aged two and , therefore, has not shared this information with parents. She does not review the activities offered to children, the planning or assessment procedures to ensure that any gaps in children's development

are addressed. Therefore, monitoring of children's progress is not effective and does not adequately meet the needs of the range of children who attend. The childminder is not sufficiently ambitious about improving her provision and practice. Some recommendations made at the last inspection have been completed, while others are yet to be addressed. For example, she has not effectively developed the systems for assessment and planning. Furthermore, the system for evaluating the provision has not been established. As a result, the childminder has not identified or addressed the weaker areas of her practice in order to promote improvement.

The childminder encourages good working relationships with parents. She welcomes parents into her home and offers a flexible service to accommodate each family's needs. The childminder works with parents to support children's individual needs and shares information about their experiences on a daily basis. Parents show their appreciation of her care with cards and presents when they leave the setting. The childminder has developed some links with other early years professionals for consistency in children's care and to prepare them for their move to school.

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:

- keep a written record, for a period of three years, of complaints including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- maintain a daily record of the names of children looked after on the premises and the hours of attendance. (compulsory part of the Childcare Register)
- keep a written record, for a period of three years, of complaints including the outcome of the investigation and the action the provider took in response (voluntary part of the Childcare Register)
- maintain a daily record of the names of children looked after on the premises and the hours of attendance. (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	EY425277
Local authority	Norfolk
Inspection number	983007
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	11
Name of provider	
Date of previous inspection	26/10/2011
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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