

Inspection date

31/03/2014

Previous inspection date

16/05/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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 always ensure that there are sufficient adults for the number of children being cared for, to meet their needs and legal requirements.
- Risk assessments are not always effective in establishing risks to children, nor are they consistently implemented, with regard to the trampoline.
- The childminder is not using information gathered through observations to accurately assess children's stage of development. Therefore, teaching is inadequate in planning appropriate activities and support, according to children's individual needs.
- Not all records were available for inspection, particularly with regard to evidence that public liability insurance is in place.
- The childminder does not maintain a daily record of children's hours of attendance to promote their safety.
- The childminder is not evaluating her practice, to identify where improvements need to be made.

It has the following strengths

- The childminder regularly gathers and shares information with parents and carers to meet children's ongoing needs and discuss their learning.
- The childminder is clear on her procedures for safeguarding children in the event of any concerns regarding child protection issues.

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 activities in the playroom, lounge and the outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed a sample of the childminder's documentation policies and procedures.
- The inspector discussed practice with the childminder during the inspection.

Inspector

Justine Ellaway

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 two children aged three and seven years in a house in Swadlincote. The whole of the ground floor, along with the first floor bathroom and the rear garden are used for childminding. The family has rabbits and dogs as pets. The childminder attends a toddler group on a regular basis. She collects children from the local schools. The childminder regularly works with an assistant. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that staffing arrangements meets the needs of all children
- improve the risk assessment of the trampoline so that it fully promotes children's safety, taking into account any recommended guidelines, and that this is consistently implemented
- ensure that records are easily accessible and available for inspection and demonstrate that public liability insurance has been obtained and is in place
- maintain a daily record of children's hours of attendance to promote their safety
- develop further the assessment of children's progress, to understand their needs, level of achievement, interests and learning styles
- ensure that the planning of activities takes into account children's individual needs, interests and stage of development and provides a challenging and enjoyable experience to support their learning and development.

Inspection judgements

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

The childminder is not effectively promoting children's learning and development. Although she gathers information through observations of the children, she does not effectively analyse this information to provide a clear or accurate picture of each child's achievement levels. Where children's next stage of learning is identified, this is often far too challenging and not appropriate for them at this time. Nor does it link into children's current interests. Therefore, teaching is inadequate. The planning of activities does not provide appropriate support for children at their individual stage of development. Group activities make no allowances for the varying age ranges of the children participating and children are all asked to do exactly the same thing. As a result, some children sit and comply when asked to join in, but do not engage with the activity or are supported to learn anything and are keen to leave as soon as possible.

The childminder and her assistant have a relaxed and friendly approach with the children. When working together they provide effective support so that children can access the garden when they choose and develop their physical skills, particularly their large muscle skills. Children ride around on scooters, or kick footballs to develop their balance and coordination. However, there are limited opportunities to promote children's small muscle skills. For example, during a craft activity the childminder cuts out shapes for children to decorate, rather than encouraging them to develop scissors skills. As the resources are handed out by the childminder, rather than encouraging children's free access, this does not effectively promote children's creativity and imagination. Children's communication and language skills are not effectively supported. Usually during children's self-initiated play, the adults take on a supervisory role and there is very little discussion with the children. Children are often quiet for long periods of time. The childminder asks the children if they want to hold the rabbits and they show much enthusiasm. However, the adults fail to initiate any meaningful discussions about the rabbits; for example, what they do and what they eat. This also affects the quality of support for children to develop an understanding of the world. At other times, explanations are sometimes confusing and questions too complicated to enable children to think and respond. There is a focus on telling children what they need to do, rather than encouraging their language development, for example, by learning new words. Where the childminder is more effective, is in discussing familiar words with parents and carers where children speak English as an additional language. She does this on a regular basis, so that she understands what children are saying and that they can make their needs known. The mainly supervisory role of children also means that children are not well supported to join in and play with others. As a result, although they are very tolerant and respectful of the other children attending the setting, they often play alongside them rather than with them. This does not effectively support children in gaining the skills they need for future learning.

The childminder makes regular attempts to gather and share information from parents and carers. She gathers reasonably useful information when the child first starts at the setting, focusing on relevant areas of learning. She makes notes in a child's learning journal where she has discussed any achievements or the parent or carer has shared what they know their child can do. She provides an opportunity for parents and carers to meet with her, to discuss their child's learning environment in detail. She has devised a useful form to gather their feedback and input at the meeting.

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

Children's emotional well-being, meeting their individual needs and understanding of how to stay safe is compromised by breaches of the safeguarding welfare requirements of the Early Years Foundation Stage. During part of the inspection, the childminder was caring for more children than she is allowed. While caring for six children, of whom five were within the early years age range, her focus on keeping the children safe affected the quality of care in other areas. She could only provide supervision, therefore, there was very little interaction with the children. Children had to join in with group activities, restricting their free choice and independence. Their lunchtime meal was also compromised because the childminder had to quickly serve this. This meant that it was an insubstantial packet of crisps, followed by some fruit. At other times, the childminder provides a more healthy and substantial menu to ensure children are suitably nourished.

Children's understanding of safety is not fully supported. Although there are rules for use of the trampoline, these are not consistently implemented and the risk assessment is not robust in identifying all possible risks and hazards. Therefore, children receive confusing messages about what is safe. However, in other aspects, the childminder effectively teaches children an understanding of how to stay safe. Children move carefully around the environment and are respectful of others, and they are careful with the toys and resources. The childminder talks to children about road safety when they are on outings. She sometimes organises visits from people who help us; for example, a fire officer visit supports children in understanding how to stay safe in the event of a fire. The childminder consistently reminds children to wash their hands and why they are doing this. This effectively teaches them about effective hygiene practice. She displays posters of healthy foods so she can discuss these with the children, in relation to a healthy diet.

Children are settled and have a positive relationship with the childminder and her assistant. They demonstrate they are comfortable in the environment. The childminder gathers reasonably useful information about children's needs, such as their routines and likes and dislikes. The childminder takes children on a weekly outing to a local stay and play session, so that they become used to being out and about. This helps to emotionally prepare children for when they move to other settings. The childminder also provides activities such as role play, so that children feel positive about the next setting. Children are patient and tolerant and happy play alongside each other without interruption. The childminder employs suitable methods to manage children's behaviour, so that they are supported in understanding right and wrong. The dedicated playroom is a well organised and attractive space for children to play. Children can access the toys and resources independently. When there are sufficient adults, the door is constantly open to the outside area so that children can move freely between the indoors and the outdoors.

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 children are adequately supervised when they are being cared for in the premises. The childminder is vigilant about ensuring children are within sight and sound when working alone. When working with her assistant, they constantly communicate to ensure effective supervision. Therefore, children's safety is now assured in this respect. However, the childminder is not meeting all of the safeguarding and welfare requirements of the Early Years Foundation Stage. During part of the inspection the childminder was caring for more children than she is allowed. The childminder regularly works with an assistant, which enables her to care for an increased number of children. However, she had not made alternative arrangements, when her assistant had a pre-planned appointment and was unable to work, resulting in her breaching the ratio requirements. This affected the childminder's ability to meet children's needs and promote their well-being. Although, in most cases risk assessments promote children's safety, this is not the case with the trampoline. The childminder has not taken into account the manufacturers guidelines or recommendations. Although she has established safety rules, that only one child can go on the trampoline one time, she does not consistently implement this. As a result, children's safety is not assured when they play on this piece of equipment. At the time of the inspection, the childminder was unable to provide evidence that public liability insurance is in place. The childminder has a form to record children's attendance, however, this is not up to date or sufficiently detailed, to promote their safety. These are also breaches of the Childcare Register. The childminder has a suitable understanding of the procedures to follow in the event of any child protection concerns about children in her care. She is aware of the requirement to notify the regulator of any changes to household members, to enable appropriate checks to be undertaken. The childminder maintains useful records to evidence the suitability of her assistant. Children are safe within the house, as risks and hazards are minimised.

The childminder has attended training in food safety, safeguarding and administering medicines since the last inspection. She regularly researches information on the internet and has made a change to her systems for observing and assessing children's progress and planning. This was a recommendation at the last inspection, and the childminder has attempted to address most of the areas for improvement set at that time. However, the benefits of this change are not obvious. The vast amount of paperwork that the childminder is now using, appears to be hindering rather than supporting her ability to promote children's learning and development. Although she understands the purpose of monitoring children's progress, the system is over complicated, therefore, not effective. Overall, self-evaluation is ineffective as the childminder is not reviewing all areas of her practice and identifying where weaknesses need addressing. This was a recommendation at the last inspection, that has not been addressed. She has plans to gather input from her assistant but has not yet implemented this. She periodically gathers feedback from parents and carers and this is positive, although it is unclear how recently this was undertaken.

The childminder provides parents and carers with a useful folder of information. This includes information about the childminder, her assistant and things, such as, the activities, outings and routines of the day. This ensures that parents and carers are given information about factors that affect the care of their child. The childminder also provides daily feedback so that parents and carers are kept up to date with information about their

child's routine and needs. The childminder has a suitable understanding of information sharing with other settings that children may attend.

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 all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that insurance is in place to cover liability incurred for death, injury, public liability, damage or other loss (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- ensure that insurance is in place to cover liability incurred for death, injury, public liability, damage or other loss (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	EY439890
Local authority	Derbyshire
Inspection number	966350
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	8
Name of provider	
Date of previous inspection	16/05/2012
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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