

Inspection date

Previous inspection date

29/01/2013

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

- There are insufficient opportunities for children to learn and reach a good standard in English language.
- Some of the play planned is too challenging for children because the childminder sometimes misses out key steps in children's individual learning. This results in some children not being able to consolidate their individual learning and development before moving on to the next step in their development.
- Children are not yet fully safeguarded because the childminder does not have a clear understanding regarding the use of cameras and mobile phones in the setting. Also, she does not ensure that all adults working with children have a secure knowledge and understanding of the procedures to take should they have any concerns regarding a child in their care.

It has the following strengths

- Children are happy, settled and well behaved. They feel safe and are forming warm and secure attachments with the childminder and her assistant.
- The individual care needs of children are met well and respected. This is because the childminder and her assistant understand and value the importance of working well with parents.

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 spoke with the childminder, completed a joint observation with her 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 children's learning journeys, planning documentation, written policies and children's records.
- The inspector took account of the views of parents as previously shared with the childminder and looked at some written responses from parents.

Inspector

Judith Rayner

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three school children aged 11, eight and six years old in Mansfield, Nottinghamshire. The whole of the house and the rear garden are used for childminding, although most care is provided on the ground floor. There are toilet facilities accessible on the ground and first floor. The family has two Staffordshire Bull terrier dogs as pets. The childminder visits the local

shops and park on a regular basis. She collects children from the local schools and pre-schools.

The childminder offers overnight care and works with an assistant. There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm Monday to Friday, except for family holidays. She 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:

- provide more opportunities for children to learn and reach a good standard in English
- improve the planning of challenging and enjoyable learning experiences across the seven areas of learning and development by taking into account the individual needs, interests and stage of development of each child so that their next steps in their learning are more accurately identified
- ensure all adults obtain a secure knowledge and understanding of how the use of mobile phones and cameras should be monitored in the setting and what procedures to take should they have any concerns regarding a child in their care.

Inspection judgements

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

The childminder and assistant interact well with the children. Most language used is in the children's home language, which provides ample opportunities for children to develop and use their home language in play and learning. However, there are insufficient opportunities for children to learn and reach a good standard in English language. This has been discussed with parents and there are no concerns about language delay regarding children's home language. Some English language is used and the children follow simple instructions during the 'hide and seek' game. For example, they help count up to 10 and then seek out their friends. Once they have been found, squeals of excitement and achievement are heard and the game starts all over again. As children become older and more able, the childminder is aware to incorporate the specific areas of learning. However, children's future skills are not adequately enhanced because of the lack of support for their spoken English.

Children are interested and motivated in their play. They are active learners as they freely and independently explore toys and show curiosity to new activities, such as art and crafts. The childminder understands how children learn through play. She understands that children develop at differing paces and have differing interests. Children are happy to play on their own or cooperatively. For example, they sit alone looking at books or engage in a game of 'hide and seek'. The childminder and assistant support children in extending their learning suitably. They are familiar with the stages of children's individual development and provide appropriate care support accordingly. The childminder gathers useful information from parents and uses this as a starting point for each child. She observes children during various activities, and to some extent assesses their stage of development. The childminder then plans play in accordance to children's next steps which link to the Development Matters in the Early Years Foundation Stage to track children's progress. However, some of the play planned is too challenging for children because the childminder sometimes misses out key steps in their individual learning. This results in some children not being able to consolidate their individual learning and development before moving on to the next step in their development. For example, children struggle to use the squeeze glue bottle to place glue on the paper during the art activity because it is more appropriate for older and more able children to use. Each child has their own development file containing starting points as agreed with parents and completed observations by the childminder. Colourful photographs of children's activities bring to life and support parents in understanding the areas of learning and what their children have been doing. These are shared with parents with suggestions to continue their child's learning at home.

Children thoroughly enjoy exploring with textures and craft activities. They use glue pens, crayons, pencils, pre-cut shapes and paper to create their own designs. The childminder extends this further by adding more resources, such as paint. Children become excited as they place their hands in the paint, extending their own learning by turning the activity in to hand painting. Big smiles and laughter are heard as they hold their hands up in the air before placing them down again on the paper, table and dog. The childminder reminds the children to be careful where they put their hands and carefully sees to the dog. However, the whole activity is supported by the childminder using children's home language and not English. This does not provide sufficient opportunities for children to develop their English language skills. Children move around with ease and confidence in the safe and secure home. They explore the varied range of dual-language books and happily sit with the childminder listening to the story read in their home language. They help turn the pages and use English to count the objects and attempt to name parts of the body. Children also enjoy exploring programmable toys and use resources to extend their imaginative skills. They hold bags and dolls and pretend to go shopping using the toy till, pressing buttons to release toy money to take out and give back to the shopkeeper.

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

Although children's care is satisfactory, the limited use and promotion of English language is inadequate. This impacts significantly on children's overall needs and well-being. However, as a rule, children are settled and happy. They make independent choices in

their play as well as being guided, through adult support. Children enjoy exploring the suitable range of toys because the childminder and assistant ensure children can easily access them. For example, baskets full of a varied choice of books are presented on the floor. Freestanding activities, such as programmable toys, dolls and small world imaginative activities help children to easily choose their own toys to play with. The childminder and assistant talk to the children, mostly in their home language, reassuring them throughout their play. Children are forming warm and secure attachments with the childminder and assistant. They happily receive and give cuddles and respond well to the smiles and soft tones the childminder and assistant use to communicate with them. Children behave well. The childminder and assistant work well together providing a consistent approach to help children understand what is expected of them. However, most of their work is undertaken in the children's home language so children do not develop sufficient language skills to support them when they move to other settings. The childminder ensures children's individual needs are discussed and met as agreed with parents. For example, children's home language, sleep routines and individual dietary needs are fully respected. These are incorporated during the daily activities and routines, helping children feel safe and secure.

Children learn about keeping safe and healthy through a range of suitable activities and experiences. Some of these are planned and incorporated during daily tasks and events. For example, for snack time the youngest child sits in the high chair and the childminder reminds children of why it is important to have straps on the high chair so they cannot fall out. Also, during walks the childminder and assistant talk to the children about keeping safe near the road and holding hands. Children have sufficient time outside in the fresh air. They spend time at the local park trying new and more challenging equipment to help develop their physical skills. Furthermore, the childminder encourages children to spend time outside in various weather. For example, after a snowfall, children build an igloo in the garden and visit a local field to build a snowman. This helps children learn that being outside and exercising in various weathers is fun. Healthy meals, which are rotated every four weeks, benefit children. They enjoy meals, such as chicken, carrots and potato, with a drink of water or diluted carrot juice for lunch. Children learn the importance of hand washing after touching the dogs and using the toilet as this helps them learn to stop germs spreading. This is reinforced by the childminder and assistant because they are suitable role models. They maintain a clean and tidy house, ensure the dogs are monitored and kept clean, and adhere to good nappy changing procedures to prevent the spread of infection.

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 fully met. She understands that her role and responsibility is to protect children. However, she is not aware of the new requirements regarding the use of a mobile phone or camera in the setting. Furthermore, she does not actively ensure that all adults working with children have a secure knowledge and understanding of the procedures that would need to be undertaken should there be any concerns regarding a child in their care. As a result, children are not safeguarded suitably. Children are

supervised well inside the home and garden and when on outings. This is because the childminder undertakes suitable risk assessments for all areas where children access and anything that they may come in to contact with. Action is taken to minimise these hazards, creating a safe and secure environment for children. For example, safety gates prevent children from accessing areas that are not suitable. Furthermore, the childminder and assistant work well together, ensuring children are never left alone because they supervise children at all times. The childminder and assistant work suitably together, following consistent procedures in the care they deliver, which benefits children.

The childminder regularly talks to the assistant, reflecting on how the day has gone. For example, they talk about how activities have worked as one way to measure how well children are progressing in their learning and development and how to support their ongoing needs. Changes have been made, such as how various rooms are used to accommodate the needs of children and to support them during particular activities. For example, so children do not get bored being in one room they spend snack and some mealtimes sitting at the low table and chairs in the open hallway. The childminder also encourages parents to contribute their thoughts and suggestions to support the ongoing needs of their child and improve her own practice. This is achieved through regular discussions and returned questionnaires. Children are beginning to benefit from the way the childminder reflects on her care practice. However, she does not ensure the areas of learning in the educational programmes are sufficiently covered. Children and families benefit as the childminder and assistant have attended required training, such as paediatric first aid, which supports them in meeting children's immediate medical and care needs.

Partnership with parents regarding the care of children is a strength of the provision. The childminder offers flexible care supporting the changing needs of the parents. A clearly written and well-presented 'parent information pack' is provided for all parents to view highlighting routines, play activities and general information about the service that is offered. The childminder involves parents from the start, gathering useful information about their child's level of development and their overall needs. Parents are regularly kept up-to-date with their child's progress and how well they have settled with the childminder and assistant. However, this focuses on the care of children rather than their skills in English language for learning and development. The childminder is aware to link with other professionals to support children through various new challenges in their lives. For example, when moving on to school or consulting with parents and professionals, summarising children's progress regarding the progress check at age two. She understands the importance of working with other providers who share the care of her minded children when the need arises, to support their continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	EY449110
Local authority	Nottinghamshire

Inspection number	880661
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
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 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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