

Inspection date

Previous inspection date

30/10/2014

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	3
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 understand, or meet, all of the welfare requirements, which places children at risk. She does not gain the written permission of parents to administer prescription or non-prescription medication, and fails to record the date and time when this is given.
- The childminder completes assessments on children, but these are not precise enough to plan consistently age-appropriate and challenging experiences for children of all ages. As a result, children are not supported to reach the highest levels of attainment.
- Snack routines are not always fully supervised to help children to develop positive eating habits and to learn social skills.

It has the following strengths

- Children enjoy a healthy, balanced diet and access regular fresh air and exercise. This increases their understanding of how to live a healthy lifestyle.
- The childminder works closely with parents to follow each child's daily routines. As a result, children settle well and develop secure attachments with the childminder.

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's activities indoors and outside.
 - The inspector discussed the learning intentions of an activity with the childminder.
 - The inspector took account of the written feedback provided by parents.
- The inspector sampled a selection of documentation, including the childminder's self-evaluation, certificates of training, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.

Inspector

Rachel Pepper

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child, in Watford. The childminder takes children to and collects children from local schools and nurseries. She opens from 7.30am until 7pm and children attend for a variety of sessions. There is an area available for outdoor play. There are currently four children attending, all of whom are in the early years age group. The childminder 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:

- obtain written permission from parents prior to administering any medication to children. Record the name, and details, of any prescription or non-prescription medication administered, and retain all such records
- ensure assessments made of children are precise, taking into account the individual needs, interests, and learning styles of each child, and use this information to plan consistently age-appropriate, challenging and enjoyable experiences for all children.

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

- review the supervision of children at snack time in order to help children to consistently develop positive eating habits and their social skills.

Inspection judgements

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

The childminder has an adequate understanding of the learning and development requirements of the Early Years Foundation Stage and generally provides resources to support good quality learning experiences. The childminder carries out regular observations of children during their play and uses these, alongside suitable guidance documents, to determine their next steps for learning. She then plans activities to support individual children in reaching these. However, although children are clearly making steady progress, the assessments she carries out are not precise enough to enable her to sufficiently challenge each child and consistently plan age-appropriate activities. As a result, the quality of teaching is variable and children are not supported to achieve their full learning potential. For example, during story time, younger children appear bored and

instead of listening, focus on tearing segments from a book. The childminder attempts to encourage them to sit and listen with the older children. This shows that the childminder's assessments of children's development and therefore, her expectations, are not always appropriate. Nevertheless, the childminder supports children's communication and language well as she engages them in regular dialogue to practise their speaking and listening skills. During circle time, older children enjoy sharing their stories and are encouraged to take turns, showing how their contributions are valued. The childminder uses open-ended questions to encourage further discussion and allows children sufficient time to respond.

The childminder adequately supports children towards the next stage in their development, as she encourages them to listen and follow instructions. Furthermore, the childminder teaches children the early stages of mathematics and literacy. She helps children to solve problems as she carefully supports them to find the next shape in a sequence. In addition, the childminder encourages children to practise the letters of the alphabet. This helps them to become familiar with the shape and sound of each letter and develop their early literacy skills. Outside, children use develop their mathematics skills as the childminder introduces positional language as all children jump into, and out of, different parts of a hoop. Furthermore, younger children slot shapes into a sorter, developing their smaller muscles and physical skills. As a result, children have the basic skills they need to start school.

The childminder develops suitable relationships with parents, who express that they are happy with the care that she provides and feel the days are structured well. The childminder informs parents of the range and type of activities that children take part in and their response to these. During the daily discussions, the childminder shares photographs that she has taken, which means they can continue the learning at home. In addition, the childminder gathers information from parents to further support this continuity in their learning.

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

Children's well-being is compromised because insufficient consideration is given to ensuring that safeguarding and welfare measures are robust. This is because the childminder does not gain the written permission of parents to administer a particular prescribed or non-prescribed medication, and fails to record the date and times that she administers the medication. Therefore, children's welfare is not assured. Nevertheless, children appear to enjoy their time with the childminder and develop secure attachments with her. The childminder has some good arrangements in place for when children start. She uses a gradual process to settle children in and gathers information from parents to support children during this time. The childminder encourages children to bring in items that are important to them and follows dietary preferences for each child. This helps to ensure a smooth move between their home and the childminder, and provides continuity for each child in the care that they receive. Children gain a sense of belonging in the home as they use an allocated area to store and access their personal belongings. The childminder helps children as they try to put on their own coats and shoes, thus supporting their developing independence and preparing them for the next stage in their

learning.

The childminder teaches children to behave well as she offers clear explanations of acceptable behaviour and asks children to say sorry if they hurt one another. Therefore, children are kind and affectionate to each other and play well together. The childminder praises children for their achievements and encourages them to use socially acceptable behaviour, such as by saying 'please' and 'thank you' at every opportunity. This supports their social and emotional development. The childminder reminds children to pick up toys that they have dropped and tidy away before lunch is ready. This demonstrates how they are aware of the rules of the home and are familiar with the daily routines and what comes next. Children gain awareness of personal safety as the childminder details clear boundaries of the areas that they can use. Children listen and respond well and do not go into these areas until agreed, such as to the end of the garden to use the larger trampoline.

The childminder encourages children to try balanced, healthy and nutritious food. For example, children enjoy pasta with spinach and mixed vegetables for lunch. In addition, varied snacks include carrot, cucumber, grapes and banana. However, during the inspection, some children were seen walking around with food in their hands and mouth. This is because the childminder does not fully supervise children while they are eating in order to develop good eating habits and teach valuable social skills. The childminder reminds children to wash their hands before eating and after using the toilet. In addition, she reminds children to cover their mouths when they cough. This helps to promote children's understanding of safe hygiene practices and reduces the risk of contamination through the spread of germs. Children regularly enjoy outside play and visits to the local park to promote their physical skills. The childminder's equipment is suitably maintained and appropriate for the children who attend.

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

Although the childminder is focused on making improvements and has clearly identified some areas for these, there are significant weaknesses that compromise children's well-being. The childminder does not gain the written permission of parents to administer a particular prescribed or non-prescribed medication, and fails to record the date and times that she administers the medication. She uses a general permission form for all medication and further information or consent is only gained verbally. This means the safeguarding and welfare requirements of the Early Years Foundation Stage, and associated requirements of the Childcare Register, are not being met. However, the childminder does record children's hours of attendance accurately, and the front door and side gate remain securely locked. This means that no unauthorised person can gain entrance to the home and children cannot leave unsupervised. In addition, all those living on the premises have undergone full suitability checks. This helps to safeguard children against any adults they have contact with. The childminder has completed a safeguarding course so she is aware of the relevant child protection procedures to follow, and she holds a current first-aid certificate. This helps her to manage any accidents children have.

The childminder maintains the required policies and gives copies to all parents to keep them fully informed. For example, parents are aware of the process should they wish to make a complaint. The childminder also ensures that parents are fully aware of her procedures for the prohibited use of mobile phones and cameras to further protect children. The childminder completes self-evaluation to help her identify strengths in her practice and priorities for improvement. These include plans to attend further training courses on safeguarding and food hygiene to develop her knowledge further. The childminder aims to keep up-to-date with the learning and development requirements through emails and documentation she receives from the Professional Association for Childcare and Early Years. However, although she refers to the most recent copy of the Statutory framework for the Early Years Foundation Stage, the breaches identified demonstrate that there are weaknesses in her understanding of the learning and development, and safeguarding and welfare requirements.

Overall, partnerships with parents are sound as the childminder uses daily discussions to share information. She uses this time to gain feedback from parents and considers making changes to her practice as she is able. Furthermore, the childminder sensitively offers suggestions, such as to provide fresh drinking water as an alternative to juice throughout the day. This promotes understanding of children's healthy lifestyles. The childminder has considered introducing a stay and play session once a month to involve parents more in children's learning, showing how she is keen to improve her practice. The childminder speaks to children each morning and asks them what they would like to do, taking their views into account when planning. However, her systems to monitor children's learning are not always successful. This is because her assessments of children's learning are not precise enough to enable her to consistently plan activities that are age-appropriate and challenging. Therefore, children are not always supported to fully develop their learning. The childminder has adequate links to other agencies, which provide her with the support for individual children in her care if needed.

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 records of any medicine administered to any child who is cared for on the premises, including the date and circumstances, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances, 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. 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	EY451224
Local authority	Hertfordshire
Inspection number	919781
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
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, 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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