

Inspection date	05/11/2012
Previous inspection date	23/04/2010

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 leaves the assistant in sole charge without parental permission and without a paediatric first aid qualification. This compromises children's welfare and safety.
- Babies' and children's individual care needs are not met effectively at key times in their routines, with too many adults and young adults involved in their care.
- Children's learning and development are not sufficiently observed and assessed to evaluate their progress and identify the next steps for their learning.
- Children's progress records are not regularly shared with parents or other settings children attend to ensure a consistent approach and support for children's care and learning.
- Children's health and safety is compromised through ineffective organisation.

It has the following strengths

- Children have positive relationships with each other and adults; they feel secure as they have easy access to their comfort toys and objects.

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 looked at safeguarding and welfare requirement documentation.
- The inspector observed children in the playroom and kitchen.
- The inspector looked at learning and development documentation.
- The inspector carried out a tour of the house and garden.

Inspector

Sara Bailey

Full Report

Information about the setting

The childminder registered in 2000. She lives with her husband and three children aged over 10 years of age in Holway, Taunton, Somerset. The entire house is used for childminding. There is an enclosed rear garden for outside play with a separate area for the family dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder employs an assistant. Together they have 10 children on roll who are in the early years age range, three whom are

between five and eight years of age and children over eight years of age are also cared for. The childminder does not provide overnight care.

What the setting needs to do to improve further

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

- obtain parental permission to leave children with an assistant, including for very short periods of time
- ensure assistants who are in sole charge of children for any period of time, hold a current paediatric first aid certificate
- ensure any person who is likely to have regular contact with children, including those living or working on the premises, are suitable to fulfil the requirements of their roles with particular attention to the use of appropriate, positive language and providing a positive role model to children
- develop children's assessments to identify their starting points, progress and next steps; ensure records are appropriately shared with parents and other settings children attend to involve them in the children's learning and to meet children's individual needs
- ensure an accurate daily record of the names of the children being cared for on the premises and their hours of attendance
- increase adults knowledge of all aspects of the Early Years Foundation Stage to ensure the learning and development requirements and the safeguarding and welfare requirements are understood and implemented
- ensure babies' care routines are understood and met effectively by the childminder, who is their key person, not household members and that all children's individual needs are met with regards their care needs, such as food
- improve the range of learning experiences inside and outside for children across the seven areas of learning to provide sufficient challenge taking into account their interests and stage of development when planning
- risk assess all the space available to children and make sure it is safe, suitable and fit for purpose for the number and ages of children cared for; include emergency evacuation procedures as part of the assessment.

Inspection judgements

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

The childminder and her assistant's knowledge of the learning and development requirements are limited and therefore they are not adequately meeting children's needs. The range of toys and activities for the ages and number of children present is not adequately supporting children's development across the seven areas of learning. For example, during one morning the main toy played with is a construction set with diagrams to follow; this is appropriately challenging for some children when supported but too advanced for others who wander around disengaged. Some children participate in a craft activity linked to the theme of Bonfire Night, using glitter glue to make pictures. Some children initiate drawing by using the childminder's pen and paper when left out after completing records. Much of the play is supported by the childminder's own older children rather than the adults. The childminder and assistant are not leading by example, with good teaching techniques as much of their time is taken up with so many young children's differing care needs and pre-school runs. When the childminder does engage with a child building a model she encourages them to find different shaped or coloured pieces and count, although when they get it wrong older children laugh, which is not challenged to encourage respect of others.

Planning is not linked to children's individual needs and interests in the way the planning form they have adopted is designed and they do not plan for children's next steps as these are not sufficiently identified. Work sheets and colouring pictures are inappropriately used with babies and toddlers showing a failure in the adults' understanding of developmentally appropriate activities for this age range of children. The activities offered are not adequately preparing children for the next stage of learning or school. The childminder has completed training on the two-year-old progress check assessments but is not clear how or when to carry these out. The childminder has completed a summary of some aspects of children's development over the past two months ready to share with parents but this has not yet happened. Children's starting points are not clear in order to assess children's progress. The childminder is unaware of the importance of working with parents to promote and provide opportunities for children to develop and use their home language in play and learning while in her care.

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

The key person system is not effective at supporting children's emotional well-being. Too many adults and young people are dealing with children at key times in their care routines, such as feeding and putting them to sleep. Although only the childminder or assistant change babies nappies the organisation of eating and sleeping is very disorganised. Some babies are fed standing up in baby walkers, with adults sitting on the kitchen floor next to them, others in highchairs in the kitchen, limiting space available for other children as this is one of the main play areas rather than making good use of the lounge space. This impacts on children's safety. Pre-school aged children are left to eat on their own without adult supervision as this is a hectic time.

Children are well behaved although some of the adult role modelling they see and hear is inappropriate to help them learn about acceptable behaviour or build their self-esteem. Children do have positive relationships with each other and adults, seeking them out for cuddles and affection. Children are secure as they are able to access their comfort objects as they wish. Children are beginning to learn how to be independent through their self-care skills, such as helping themselves to drinks, washing their hands and putting on their coats and shoes. Children with English as an additional language have some resources to reflect their different cultures and help them to feel valued.

Children's safety is compromised as poor use is made of the space available to accommodate so many children, adults, the dog and equipment. The designated area for the dog in the garden is not effectively managed, which impacts on children's health and safety. The playroom is inviting for children with easy access to toys in low-level storage, although the construction set dominates the limited floor space and therefore babies play mainly on the kitchen floor, which is not welcoming or safe. Fire drills have not been practised since numbers of children have doubled with the addition of an assistant. Therefore the childminder cannot be sure that her fire procedures are effective.

All of the children's food is provided by their parents but when children comment they are hungry on seeing the childminder eating toast in front of them they are not given a mid-morning snack. Children's nappies are changed in the kitchen next to children eating, which is not hygienic. These practices do not promote children's learning of a healthy lifestyle.

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

The childminder has breached several safeguarding and welfare requirements as her knowledge of the revised Early Years Foundation Stage is poor. She has employed an assistant and used her to increase the number of children in the early years age range, which has had a negative impact on her organisation and how children's individual needs are met. The assistant is either left in sole charge at the house while the childminder carries out the school-run or the assistant goes out on her own to carry out these duties. This is a breach of requirement as the assistant does not have a paediatric first aid certificate. It is also a breach as the childminder has not obtained parental permission to leave children with an assistant, including for very short periods of time. The assistant's own daughter who is in the early years age range, attends on occasions after school but is not recorded therefore the daily register is inaccurate and fails to show correct adult and child ratios. These breaches confirm the induction process of the assistant has not been effective or in line with the Early Years Foundation Stage Statutory framework. There are systems in place for Criminal Record Bureau checks. Risk assessments are not effective as they fail to identify some potential risks in the garden and on the first floor.

The childminder's understanding of how to meet the learning and development requirements is poor. She fails to monitor children's progress and provides a weak range of activities to promote children's all-round learning. The childminder has not made any

links with other settings children attend to support their care and education. Information sharing with parents regarding their learning and development does not take place. These factors result in children making insufficient progress towards the early learning goals.

The childminder has not carried out any self-evaluation. She has made some improvement by responding partially to the two recommendations made at the last inspection. For example, documentation in relation to complaints is now in place. However, there is no evidence that observations and assessments have been improved to identify children's starting points, progress and next steps for their learning. The childminder has received support visits from the local authority advisor and sought training. Her ability to monitor her assistant's professional development is hampered by her own limited knowledge of the revised Early Years Foundation Stage.

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 you are present on the premises at all times when childcare is being provided unless you have prior written approval from Ofsted to be absent for short periods of time while another suitable person cares for the children (also applies to the 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 (applies to both parts of the Childcare Register).
- take action as specified for the compulsory part of the Childcare Register (Records to be kept, Welfare of the children being cared for)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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.
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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	142140
Local authority	Somerset
Inspection number	888457
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	23/04/2010

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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