

Inspection date	14/03/2013
Previous inspection date	11/07/2011

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

- There has been a failure to meet the action set out previously regarding behaviour management. Children are still not learning how to recognise and understand the rules for being together with others. This is because the childminder does not follow through with consistent practice in implementing effective behaviour management.
- The childminder has significant gaps in her understanding of the learning and development requirements and fails to ensure that the quality of her teaching is fully effective to extend and challenge children in their learning and development.
- Poor systems for self-evaluation mean that weaknesses in the quality of teaching are not identified or appropriately addressed to enhance children's learning.
- Children's safety is compromised. This is because the childminder does not always use appropriate safety equipment to ensure children are secure when using highchairs.

It has the following strengths

- The childminder is kind and caring with children, which results in them feeling secure and happy. They are forming warm attachments with her.

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 spoke with the childminder 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 discussed with them.

Inspector

Judith Rayner

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her 15-year-old son in a house in the Aspley area of Nottingham. The whole of the ground floor and first floor bathroom and rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops, library and park on a regular basis. She collects children from the local school. There are currently four children on roll, of whom, two are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5pm, Monday to Friday with the exception of family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that you implement a behaviour management policy and procedures that consistently help children learn about what is acceptable and how to share toys with others
(Managing Behaviour)

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

- ensure that you implement a behaviour management policy and procedures that consistently help children learn about what is acceptable and how to share toys with others
- ensure that equipment is safe for children to use, with particular regard to children being safely secured in highchairs when being used
- ensure that planning and guiding of children's activities includes effective teaching for the different ways that children learn

Inspection judgements

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

The quality of teaching is weak, resulting in children not being sufficiently challenged or provided with opportunities to enhance and extend their learning. At times, the childminder over directs children restricting their learning. Observations of children are recorded and assessments are made of their progress. However, the childminder does not use this information to inform her practice. Each child has their own learning journey record containing detailed, written evidence of their progress supported by some creative artwork samples and photographs. These are shared with parents, helping them to understand where their children are in their stage of development. The childminder also shares with parents what the children have been playing with. From this, the childminder makes suggestions to support parents in continuing to help their child learn at home.

Children enjoy exploring the range of toys and activities presented on the floor, the low-level table and settee. However, too many toys are presented for children to choose from. As a result, children move rapidly from one activity to another without spending sufficient time to focus on one particular activity to help with their concentration. Furthermore, the childminder does not use the resources effectively to extend the children's learning. For example, children show an interest in mark making. The childminder misses the opportunity to enhance their learning because she over directs the child in showing them how to use the activity rather than allowing the child to explore and investigate at their own pace. Consequently, the child loses interest quickly and changes their play. Furthermore, the childminder lacks the teaching skills to enhance and sustain shared thinking while making use of the resources that the children have chosen to play with. Again, this results in children rapidly losing interest and not developing their creative and critical thinking skills.

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

Although children's care needs are met and children are settled and happy, the childminder's understanding of the learning and development requirements is inadequate. This impacts significantly on children's overall needs and well-being. Children are learning incidentally through daily routines, such as having their hands washed before lunch time. Their learning is not extended because the childminder does not talk to them about how to stop germs from spreading by washing their hands. They are also not learning about the safety of others. For example, when they throw balls in the house the childminder does not remind them to do so carefully in case they may hit someone with the ball. 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. They also spend time in the back garden. Inside, children have a suitable space to kick and throw balls around to help develop their large muscle skills and coordination. The childminder provides a range of indoor resources which children can easily access. As a result, children are able to make independent choices in their play. However, resources are not used

effectively to enhance and extend their learning. This is because the childminder does not fully understand how children learn and how resources can be used to extend and challenge children's learning.

Children enjoy the meals that are provided by their parents. These meet with the children's individual dietary needs. The childminder monitors the contents and relays information back to parents regarding how much their child has eaten. The childminder contributes to children's dietary needs by offering a range of fresh fruit and drinks for snacks. Children are forming warm and secure attachments with her. They happily receive and give cuddles and respond well to her. The childminder is sensitive to children's needs during transitional times. For example, when parents drop children off at the beginning of the day she greets the children with warm smiles and soft tones and attends to their play needs. This helps children feel safe and secure. Children generally behave appropriately and show confidence and independence when they explore the toys. They play alongside one another but are not learning how to share toys with friends. Children who have English as an additional language are supported appropriately. The childminder ensures she communicates in both English and the child's home language to help them settle.

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. The childminder has too little understanding of the learning and development requirements. This is because she lacks secure knowledge and understanding of how to implement effective teaching skills in her practice. As a result, children's learning and development is hindered. Children are insufficiently challenged, over directed and learning opportunities are not always extended. For example, the childminder directs young children to sit at the low table and mark make. The childminder writes in capital letters for them to copy which sets inappropriate targets for less able and young children.

A recent incident required Ofsted to set an action regarding the management of children's behaviour. The childminder is waiting to attend a behaviour management course to increase her knowledge and skills so that practice does not adversely affect children's well-being. The childminder is also clear not use any corporal punishment with children as a way to manage their behaviour. However, during the inspection it became evident that the childminder still does not have the necessary skills to manage children's behaviour effectively. For example, one child takes a ball away from another child. The childminder does not follow this through with the child, to help them understand the consequences of their actions and to show them how to share toys and be kind to their friends. This results in children not having clear boundaries and expectations and how to be respectful to others. Consequently, their behaviour becomes variable.

The childminder reflects on how well the day has gone and how the children have played with the toys. She also talks to parents to find out their ideas and suggestions to help and support her in meeting their children's care and learning needs. However, she does not

implement this information successfully in to her practice to ensure children are appropriately supported to progress to the early learning goals. Overall, she has little understanding of how to make continuous improvement without the support of other professionals, such as with local authority involvement. As a result, children do not fully benefit from the way in which the childminder monitors the service she provides to make improvements.

The childminder understands that her role and responsibility is to safeguard children. She has a clearly written policy which is shared with parents when their child first starts. She is confident to deal with any concerns regarding a child in her care and is aware to adhere to current safeguarding procedures. The childminder undertakes risk assessments for all areas where children access and anything that they may come in to contact with. For example, safety gates are in place to prevent children from going upstairs. However, the childminder does not ensure children are safe when they are sitting in highchairs to have their meals. This is because she does not secure straps around children to prevent them from falling out. This means that a legal requirement for both parts of the Childcare Register, is not met. Nevertheless, the childminder supervises children closely and provides a safe environment for them to explore when they are accessing toys on the floor or at low-level, such as on boxes, or a low table.

The partnership with parents works suitably. The childminder involves parents from the start, gathering useful information about their child's level of development and their overall needs. They are kept up-to-date regarding their child's daily events, learning and care needs through discussion. The childminder offers flexible care supporting the changing needs of the parents. She is aware to link with other professionals to support children through various new challenges in their lives, such as 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 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 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	EY409522
Local authority	Nottingham City
Inspection number	893431
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	11/07/2011
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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