

Inspection date

Previous inspection date

06/02/2014

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 fully safeguard children as she allows visitors to her home to use their camera enabled mobile phones and she does not keep records of children's existing injuries.
- Children's health is not fully promoted by the childminder as she does not ensure parents give written permission to administer medication each time it is required and does not record information about any previous doses children may have had.
- Children are not always safe when they are with the childminder as she does not always keep her premises secure and the garden is unsafe. Furniture used for sleeping has been adapted by the childminder and so its safety cannot be guaranteed.
- The systems the childminder uses for risk assessment are not effective in identifying all risks to children, especially when children stay overnight.
- Children's individual needs are not fully considered by the childminder when they stay overnight as many children of different ages, genders and from different families sleep in the same room.
- The childminder does not always effectively meet all children's individual needs as she is too focussed on individual children.

It has the following strengths

- The childminder is good at managing children's behaviour and uses effective behaviour management techniques to support children well.

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 childminder's lounge/dining room.
- The inspector viewed the outside area with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
The inspector looked at a range of records including children's details, learning information, written policies, training certificates and a selection of other documents.
- The inspector interacted with children throughout the inspection.

Inspector

Clare Johnson

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two sons aged eight and 10 years in a house in Cleethorpes, North East Lincolnshire. The childminder cares for children all year round, Monday to Friday, from 7am until 6pm. She also cares for children at weekends and overnight with the exception of family holidays.

The childminder uses the whole of the ground floor of her home for childminding and this comprises of a living room/dining area and kitchen. A bedroom and bathroom on the first floor are used and there is an enclosed garden at the rear for outside play.

There are currently seven children on roll, two of whom are in the early years age range and attend for a variety of sessions. The childminder cares for children before and after school as well as during the day. She takes the children out and about in the local area on a daily basis to various groups, the park and on the school run.

What the setting needs to do to improve further

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

- improve the recording of medicines administered to children to include information about any previous doses given and what the medicine is for and ensure parents give written permission each time medicine is to be administered to protect children's health
- ensure the premises are secure and outdoor spaces and furniture used for sleeping children are safe and fit for purpose
- take reasonable steps to ensure the safety of children in the case of fire or any other emergency, particularly when providing overnight care
- ensure the needs of all children are met and ensure their safety, particularly when providing overnight care
- implement a safeguarding policy and procedure which covers the use of mobile phones and cameras in the setting and ensure visitors comply with this policy and procedure to safeguard children
- improve safeguarding procedures by keeping records of any existing injuries children may have
- ensure risk assessments are effective in identifying all hazards and demonstrate how these hazards are removed or minimised, including an assessment of overnight care and the number and ages of children cared for
- improve the organisation of time, activities and resources so that all children are equally and consistently supported and challenged. Shape learning experiences for each child to help them make the best possible progress in their learning and development.

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

- provide more sensory, tactile, natural resources for young babies to explore to promote their development further.

Inspection judgements

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

Teaching practice is variable. The childminder does not use consistently effective teaching methods to promote children's education. Children are making adequate progress in their learning and development, however, the childminder does not always organise herself effectively to meet all children's learning needs and as a result, some children are not making as much progress as they could be. She can be too focused on certain children and meeting their needs and this is sometimes to the detriment of other children who are not given as much attention. The childminder knows each child well and plans activities for them based on their interests and development needs. She provides an appropriate range of resources which children can choose from freely. The childminder's living room is spacious and offers children room to play and explore. Children benefit from daily trips to the local children's centre where they take part in many different activities, such as music and arts and crafts. These activities complement what the childminder provides at home and offer children the chance to socialise. The childminder observes children and uses these observations to track their progress against the development bands in Early Years Outcomes. This ensures she identifies any areas where children need additional support and this support is accessed.

Children's communication and language is promoted by the childminder as she ensures there are lots of discussions happening all of the time where new vocabulary can be introduced. She chats to children about what she is doing and their speech and language is improving over time. The characteristics of effective learning are evident as children play and explore with the childminder. They have a go at activities, such as drawing around a toy train on paper. This is a difficult task and children persevere with it and listen to the childminder's ideas. Children are confident to tell the childminder what they would like to do and express their feelings. Children's early literacy is being supported as they enjoy cuddling up with the childminder and sharing a book. They discuss the different train characters and this is supporting their reading skills as well as their understanding and speech. Children choose some blocks to play with and they enjoy building towers with the childminder and knocking them down. They get very excited as the towers begin to wobble and when they fall down they delight in stacking them back up again. The childminder introduces mathematics into this activity by counting the blocks as they stack them. However, there are fewer play opportunities and resources to support babies' development. The childminder does not have a good range of natural and sensory resources neither does she provide enough activities for babies and young children to explore a wide range of tactile resources and varied media.

The childminder has developed positive relationships with parents and carers and works closely with them regarding children's education. She supports parents to enable them to promote their children's learning and development at home and liaises with other professionals to ensure children and their parents get the support they need. The childminder has a good relationship with the local school and children's centre and although none of the children she minds are close to school age yet, she has plans in place to ensure the transition to school is managed well to support children. The

childminder is currently in the process of completing the progress check at age two for the children in her care who are at the appropriate age.

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

The childminder forms close bonds with the children she minds. She gets to know them and their parents well and she is a kind and caring practitioner who the children respond well to. They enjoy cuddles and seek out the childminder for reassurance when they are unsure about something which helps to foster their sense of security and belonging in the setting. However, this is a false sense of security because the childminder does not implement her safeguarding policy to ensure children are fully safeguarded. In addition, children are not always safe when they are with the childminder. She does not keep robust records when she administers medicine to children because she does not gain permission each time a medicine is to be administered and she does not find out about any previous doses children may have had. The childminder does not record any injuries sustained by children when away from her care. She does not always ensure her premises are secure as she forgets to lock the front door. This puts children's health and well-being at risk.

The childminder cares for up to six children at any one time and this includes overnight care. She has one bedroom with two sets of bunk beds and a home-made cot/bunk bed in and so all six children have to share the same bedroom. There is limited space for the children in this room and they vary in ages from babies to teenagers and have very different individual needs. The room offers children no privacy and children of different ages, genders and from more than one family all share the room. This is not appropriate and demonstrates that the childminder has not given adequate thought to meeting children's individual needs.

Although the childminder's garden is extremely hazardous, she does not allow children to use the area. She takes children out and about in the local area on a daily basis so they can get some fresh air and exercise and this supports their physical development to an adequate standard. Children's dietary health is promoted by the childminder as she provides them with generally healthy food, such as fruit, yoghurts, ham sandwiches and home-cooked meals. She offers children water to drink and limits the amount of sweet and fatty foods they eat. She explains healthy lifestyles to them and wants to develop this further. Children are beginning to learn about positive behaviour and the childminder is a good role model to them as she encourages manners and kindness. Inappropriate behaviour is managed well by the childminder as she has a calm manner and uses consistent and appropriate techniques which children respond well to and understand. The childminder offers children lots of praise when they behave well and when they show her pictures they have created. This is helping to foster their self-esteem. Children are beginning to learn about sharing and taking turns and the childminder is focused on supporting this further. The childminder gathers some information from parents about their child before they start in her care. This helps to support children to make the transition from home to the childminder's care.

The effectiveness of the leadership and management of the early years

provision

Leadership and management is inadequate. This inspection was prioritised following concerns being raised about the childminder's practices relating to risk assessments, ratios, safety, medicines, premises, overnight care and her ability to protect children from illness and infection. The inspection found that the childminder is not providing adequate care for children when they stay overnight. Medicines administered are not appropriately recorded, the premises are not always kept secure and risk assessments, in particular those relating to overnight care are not carried out effectively. These significant weaknesses in practice are breaches in the safeguarding requirements of the Early Years Register and the Childcare Register.

The childminder does not fully safeguard children. She can recognise the signs and symptoms of child abuse and neglect and knows what to do if she has concerns about a child. However, she does not implement her safeguarding policy and procedure effectively with regard to the use of mobile phones and cameras in the setting. She allows visitors to her setting to use their camera enabled mobile phones and this demonstrates a lack of understanding of the requirements and why this is important when considering safeguarding. This is a breach of the Childcare Register. The childminder does not record children's existing injuries and this hinders her ability to effectively safeguard them. The childminder has implemented a range of policies and procedures which, on the whole, she uses to underpin her practice. The childminder does not have sufficient understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has conducted risk assessments, however, she has failed to identify hazards which pose a threat to children's safety. This is also a breach of the Childcare Register. For example, she has not fully considered the impact of caring for many children overnight and the risks if there was an emergency and they needed to evacuate the premises. She keeps a set of ladders on the upstairs landing between the bedroom and bathroom and this is dangerous. The childminder has failed to recognise this and so children are not always safe when they are with her. The childminder has made a cot/bunk bed for children to sleep in. She is unable to assess the safety of this item of furniture as it has not been tested to ensure it complies with health and safety legislation. This means children are potentially at risk when they are asleep.

The childminder works well in partnership with parents and carers for the benefit of the children she minds. She has developed positive relationships with staff at the local school and health professionals and these relationships enable her to support the children she cares for well. However, the childminder does not demonstrate a strong commitment to continuous professional development. She has not accessed any training to support her practice since she registered and does not demonstrate the ability to identify her own areas for improvement and take action to address them. The childminder does hold a childcare qualification, however, the impact of this qualification is not being realised as the quality of teaching is variable. The childminder does not effectively reflect on her practice and systems for self-evaluation are not sufficient to identify areas for improvement. This means that the childminder is not always capable of identifying where she needs to improve and so does not take appropriate action to develop her practice for the benefit of the children. The childminder is committed to a career in childminding and cares about the

children she minds. She wants to improve and develop for their benefit and has a professional and positive attitude towards making the improvements.

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 children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carers' consent (compulsory part of the Childcare Register)
- ensure children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure the premises and equipment used or the purposes of the childcare are safe and suitable for that childcare (voluntary 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 record of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carers' 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. 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 | EY461426 |
| Local authority | North East Lincolnshire |
| Inspection number | 953531 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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