

Inspection date	15/10/2012
Previous inspection date	16/06/2010

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

- The childminder has an insufficient understanding of the learning and development requirements and is not secure in her knowledge of the areas of learning. Therefore, she does not plan a challenging educational programme to ensure that children reach the expected levels of development.
- The childminder does not observe or assess children's progress across all seven areas of learning and parents are not effectively kept informed of their child's progress.
- The childminder's knowledge of child protection is not up-to-date to ensure that children are fully safeguarded.
- Ineffective monitoring and limited self-evaluation mean that the strengths and weaknesses of the provision are not identified.

It has the following strengths

- Children are familiar with routines and understand consistent boundaries because the childminder provides a caring and relaxed atmosphere.
- The childminder understands the importance of promoting the safety of the children in her care. She has assessed and minimised risks to children, both indoors and when on outings.

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 at appropriate times throughout the observations.
- The inspector observed some activities taking place in the playroom.
- The inspector looked at children's information records, the attendance register and discussed risk assessment for outings.

Inspector

Emma Bright

Full Report

Information about the setting

The childminder was registered in 1992. She lives with her husband, and two adult children in Peterborough, Cambridgeshire. Two rooms of the ground floor are used for childminding and there is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four children on roll in the early years age group, all of whom attend on a part-time basis.

The childminder is able to take and collect children from local schools and pre-schools. The family has one dog and two snakes.

What the setting needs to do to improve further

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

- implement each area of learning and development through planned, purposeful play and through a mix of adult-led and child-initiated activities
- ensure that ongoing assessment of children's achievements, interests and learning styles is in place and keep parents up-to-date with their child's learning and development
- provide evidence that an appropriate first aid certificate is held
- attend a child protection training course to improve knowledge of safeguarding issues
- ensure the certificate of registration is displayed and made available to parents on request.

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

- use self-evaluation to take into account both parent's and children's views and use these to monitor, analyse and assess strengths and weaknesses to drive improvement in the provision.

Inspection judgements

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

The childminder does not have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. This means that the activities she provides for children do not adequately cover the seven areas of learning. The childminder has not developed systems to plan for children's learning needs. She does not find out enough information from parents about their child's interests, and what their child can do before they start in her care. This means she is unable to plan activities or experiences to effectively promote each child's learning.

The childminder provides a suitable environment where children can help themselves to some of the toys and resources to support their play. Children have access to some books, and the childminder takes them on visits to the local library to join in with 'rhyme time' or

singing sessions. Children's language development is adequately fostered as the childminder talks to children as they play, although she does not ask open-ended questions to encourage children to explore and think critically. Children demonstrate their skills as they post shapes and operate pop-up toys and they enjoy completing simple puzzles. However, the childminder has not yet implemented systems for observation and assessment, which means she cannot tell where children are in their learning. This means the childminder does not effectively plan activities, and they lack sufficient challenge for the age of the children participating.

Children enjoy warm and affectionate relationships with the childminder and are clearly at ease in her care. She communicates with parents on a daily basis about their care and well-being. However, the childminder does not have strategies in place to encourage parents to be involved in their child's learning. There are no systems in place for parents to share what they know about their child's learning and development at home. This means that planning for children's learning is not matched to their individual needs.

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

The childminder creates a friendly environment, where children are appropriately cared for. They are encouraged to form relationships and attachments with others because the childminder has some suitable strategies in place to manage children's behaviour. For example, she encourages children to share and take turns. The childminder makes sure she finds out about children's care needs, and their daily routines by gathering information from parents. This helps to promote children's sense of security as they settle in at the childminder's home.

Children gain awareness of being safe as the childminder talks to them about safety issues in the home, and on outings. For example, children learn about road safety when they go out for walks. The childminder has a sound understanding of health and nutrition and provides appropriate meals and snacks. However, children do not consistently wash their hands before eating to ensure they learn about good hygiene practices.

The childminder carries out daily checks of the premises to ensure children are safe. She reminds them to be careful and supervises them as they play. The childminder encourages children to be active and they enjoy playing in the garden or going on nature walks so they benefit from fresh air and exercise. However, because the childminder does not have a suitable understanding of the learning and development requirements, she is unable to effectively support children's understanding in learning about the importance of physical exercise or having a healthy diet.

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

The childminder is aware of her role and responsibility with regard to protecting the children in her care. However, she is not clear about local procedures to be followed and who she should call if she has concerns about a child in her care. This means children's safety and welfare are not fully promoted. The childminder does not have a clear enough

understanding of her responsibilities under the requirements of the Early Years Foundation Stage. Although she keeps accident records and a record of children's attendance, she was unable to provide evidence of a current first aid certificate. In addition, the certificate of registration is not displayed and this is a breach of requirements.

The childminder has limited understanding of the learning and development requirements and how to plan for children's next steps. This means that children do not make enough progress in all areas of learning. The childminder has not attended any training for some time and systems for monitoring and evaluating practice are not yet established. As a result, she has not reflected on her practice in order to recognise strengths and weaknesses in her practice. Consequently, she does not identify priorities for improvement or act on them to improve outcomes for children.

The childminder understands about sharing information between settings when children attend more than one provision. She regularly talks to staff about the children whose care is shared. The childminder builds good relationships with parents so that they can share information about the care practices to suitably meet children's needs.

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 that an appropriate first aid qualification is held (Compulsory Part)
- display the certificate of registration on the premises on which childcare is provided (Compulsory Part)
- ensure that an appropriate first aid qualification is held (Compulsory Part)
- display the certificate of registration on the premises on which childcare is provided (Voluntary Part)

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
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		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	257035
Local authority	Peterborough
Inspection number	818539
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**

16/06/2010

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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