

Inspection date	15/10/2012
Previous inspection date	13/01/2009

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		3
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

- Children's 'learning journeys' give a pictorial record of activities with the childminder but do not identify what children know and can do. Planning does not include the next steps so children's progress is not considered and gaps in their learning are not identified.
- A system for self-evaluation is not in place therefore the childminder is not able to identify and prioritise areas for development.
- The system for monitoring risk assessments does not ensure that children remain safe, in particular when on outings.

It has the following strengths

- Children's welfare needs are being met as parents share information with the childminder on a regular basis to ensure she is aware of their daily routines, likes and dislikes.

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 length as there were no children present.
- The inspector looked at a range of documentation including observations and children's information, and discussed planning.

Inspector

Lesley Bott

Full Report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son aged 12 years in a residential area of the city of Chester. The whole of the ground floor of the childminder's home is used for childminding and there is a fully enclosed garden for outside play.

The childminder has completed basic training including first aid and child protection. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, three are in the early years age group and attend for a variety of sessions and two are school-age children who attend before and after school.

What the setting needs to do to improve further

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

- ensure children's individual needs, interests, and stage of development are taken into consideration and use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development
- ensure risk assessments are in place to assess children's individual needs and keep them safe when on outings to local groups.

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

- implement and monitor improving practice by introducing a system for self-evaluation to include all areas for further improvement.

Inspection judgements

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

Through discussion, the childminder demonstrates some knowledge of the Early Years Foundation Stage and the areas of learning. The childminder was unable to demonstrate whether she delivers a range of activities that are built upon children's individual interests. She is aware that reading stories and singing simple songs and rhymes, helps to build children's emerging vocabulary. For example, the childminder explains how she works alongside children to learn colours, numbers and positioning. When outdoors they count the cars together and identify the colours of front doors to the houses. However, the childminder demonstrates a lack of knowledge and understanding of the learning and development requirements within the revised framework and therefore gaps in children's learning and next steps, are not addressed. Observations do not monitor children's progress and no system is in place to identify the impact of effective teaching on children's progress. The childminder has yet to implement the progress check at age two, but is generally able to identify what the children in her care are able to do.

The childminder has a strong bond with parents as daily diaries are completed for each child. In addition, text messages are used to keep parents informed of special moments and funny incidents throughout the day, which they enjoy learning about. Parents

complete an annual review which actively encourages them to contribute to the childminder's service. For example, informing the childminder on what happens at home and ways they feel the service could be improved.

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

The childminder discusses with confidence how the minded children are encouraged to feel secure and at ease within her home. She obtains detailed information from parents about their routines, likes and dislikes through an 'All about Me' form to help develop secure attachments.

She ensures that the routine for the week includes encouraging children's socialising skills at local community and activity groups. This helps develop confidence and independence in situations away from their main care setting which in turn helps them to prepare for the next steps in their life.

Through discussion, the childminder explains her consistent approach to behaviour management. Her approach includes taking into account varying ages and levels of understanding as she encourages younger children to share and take turns. Children are encouraged to develop healthy lifestyles with regular outdoor activities in the garden and local park however, planning of activities does not effectively match children's needs. The childminder is effective in promoting children's well-being as they are provided with regular healthy options for snacks, such as fresh fruit, vegetables and bread sticks.

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

The childminder has not yet completed a self-evaluation in order to fully identify areas for development within her practice. Although she regularly supplements her resources, this does not arise from any clear improvement plan or vision on her service. Also, her risk assessment is not sufficiently rigorous to clearly identify all hazards to children. For example, no consideration has been given on assessing the risks to children's safety when on outings to local groups. The ineffective monitoring overall has a negative impact on children's safety.

The childminder does not currently have any children on roll with English as an additional language, however, she is able to demonstrate verbally how she would ensure that their needs are met. The childminder has a sound understanding of safeguarding procedures and shares her policies with parents when children start. She has a knowledge of the welfare requirements, but is less secure in her understanding of the learning and development requirements, particularly in planning for individual children's progress.

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
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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	EY291610
Local authority	Cheshire West and Chester
Inspection number	887619
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	13/01/2009
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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