

<b>Inspection date</b>	22/10/2012
Previous inspection date	27/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder does not have a good overview of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage, including overseeing the educational programmes, assessment and planning systems.
- The childminder is unable to fully understand children's level of achievement, interests and learning styles. Activities lack depth and challenge.
- The childminder does not use an effective system of self-reflection in order to make sure she keeps up-to-date with changes in legislation and to set clear targets in order to secure further improvements.
- Parents are not actively encouraged to be involved in their children's learning and development.

#### **It has the following strengths**

- The childminder has assessed and effectively minimised hazards to children within her home.
- Young children settle quickly and form close bonds and secure attachments with the childminder.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a tour of the premises during the inspection, including the outdoor areas.
- The inspector observed children's activities and routines in the indoor areas.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, a selection of policies and procedures and children's records.
- The inspector discussed self-evaluation systems with the childminder.

## Inspector

Ann Austen

## Full Report

### Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a village near Brackley, Northamptonshire. The childminder uses the whole of the downstairs area, including toilet facilities and enclosed rear garden, for her childminding. She has two pet dogs, a cat and chickens and ducks in the garden.

The childminder has completed basic training including first aid. She visits the local shops and park on a regular basis. The childminder is able to collect children from local schools and pre-schools. She currently has six children on roll. All children are in the early years age group and attend for a variety of sessions. The childminder is open all year round from Monday to Friday, except for family holidays.

### **What the setting needs to do to improve further**

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

- ensure the educational programme across the seven areas of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity in order to provide a challenging and enjoyable experience
- use ongoing assessment to observe children's levels of achievement, interests and learning styles and use this information to shape challenging and enjoyable learning experiences for each child.

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

- develop self-evaluation systems in order to drive improvement, including monitoring the education programmes to ensure a broad range of experiences to help children make progress
- develop partnerships with parent's by encouraging them to share information about their child's learning at home, such as starting points in their learning and development and keep parent's informed about their child's ongoing achievements and progress
- develop further the range of resources by ensuring they are accessible and open-ended so they can be moved and combined in a variety of ways.

### **Inspection judgements**

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

Children are happy and enjoy their time with the childminder. However, the childminder does not have a secure understanding of the learning and development requirements and ongoing observational assessment is not an integral part of the childminder's practice. Consequently, the childminder does not have a full understanding of each child's level of achievement, interests and learning style and is unable to constructively plan relevant

experiences across the prime and specific areas of learning or to monitor and track how children are progressing over time. As a result, activities lack challenge and children's learning and development is compromised.

Outings within the local community develop children's understanding of the world around them and effectively broadens their range of experiences. For example, children observe the cows and horses in the fields, view wild flowers and enjoy going shopping with the childminder. Children learn how to care for domestic pets, feed the ducks and enjoy collecting eggs from the chickens. Children look at books for enjoyment and make marks on paper. They use their imagination as they handle a range of small world resources, such as construction resources and a range of vehicles and aircraft. The childminder supports the children to make a garage for the cars and explains the differences between a helicopter and aeroplane. This captures the children's interest and generally holds their attention. Children have access to a small selection of resources. However, children are unable to freely select additional resources for themselves. Consequently, they are unable to initiate and develop their own ideas as they play.

The childminder develops friendly relationships with parents. However, she does not actively encourage parents to become more fully involved in their children's learning and development. This is because parents have insufficient opportunities to share and exchange information relating to starting points in their children's learning and development at the beginning of the placement. In addition, the lack of observational assessment information means that parents are not kept well informed about children's ongoing progress.

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

The childminder promotes a friendly and caring environment. As a result, young children settle quickly and form close bonds and secure attachments with the childminder. This effectively promotes their emotional well-being. For example, children freely approach the childminder for support and reassurance as required. Parent's views about their child's care needs are sought at the start of the placement. As a result, the childminder has an understanding of each child's background and requirements which helps to ensure continuous and consistent care for the children and aids the transition from the children's home into the childminder's care.

Children develop relationships with their peers. They are learning to take responsibility and develop their self-care skills as they put on their coats and boots for outdoor play. Children learn to share, take turns and to recognise that their actions may hurt others. They receive praise and encouragement from the childminder which actively develops their confidence and self-esteem. Children are beginning to develop an awareness of safety and how to stay safe. For example, children are helped to understand the importance of sensible road safety; holding hands, looking for cars and dangers before they cross the road.

Children are encouraged to participate in outdoor play, to be physically active and enjoy

the fresh air. For example, children manoeuvre wheeled toys, bounce on the trampoline, run and play football. This effectively promotes children's large motor skills and promotes their fitness. Although children currently have meals and snacks which are provided by their parents, the childminder works in partnership with parents to ensure these are healthy and nutritious. Children understand that they can help themselves to a drink when they are thirsty or hot which helps to ensure they remain comfortable and hydrated. Children are encouraged from an early age to follow appropriate practices in order to prevent the spread of infection. For example, the childminder encourages children to put their hand over their mouths when they cough and explains that they need to do this to prevent the spread of germs.

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

The childminder does not have a secure overview of the educational programmes and the experiences required to help children progress towards the early learning goals. As a result, the quality of teaching lacks sufficient depth, breadth and challenge and children's learning opportunities across the seven areas of learning are compromised. The childminder does not effectively reflect on her practice and the overall effectiveness of the whole provision to make sure all requirements are met. Consequently, clear targets have not been set in order to secure further improvements. Whilst the childminder has made attempts to complete the actions and recommendations raised at the last inspection, improvements have not been robust enough to demonstrate sustained improvement.

The childminder has an understanding of child protection issues. She is able to discuss the different types and possible indicator signs of abuse and the procedures to follow to report concerns. The childminder supervises the children well. She successfully identifies aspects of her home that need to be checked on a regular basis. For example, the childminder ensures the premises are secure, a safe barrier prevents children from accessing the wood burner and knives in the kitchen are made inaccessible to children. This enables children to move around safely. The childminder develops sociable relationships with parents and understands the need develop links with other settings and professionals involved in supporting children.

### **The Childcare Register**

The requirements for the compulsory 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.
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	220537
Local authority	Northamptonshire
Inspection number	818169

<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/03/2009
<b>Telephone number</b>	

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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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