

Inspection date

17/10/2012

Previous inspection date

16/02/2011

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

- Parents are not actively involved in contributing to children's learning and development, affecting consistency for children's learning.
- Children's understanding of health eating is not promoted.
- Planning is not effective in matching activities to children's needs, which impacts upon the speed of progress that they make.
- The childminder has a poor understanding of the prime areas of learning, including often missed opportunities to extend language development and manage children's behaviour, which potentially impacts detrimentally upon children's progress.
- An inadequate understanding of the health and safety requirements means the setting is not a safe environment for children.
- Not all records are in place and they are not securely stored, potentially impacting upon children's safety.
- Ineffective self-evaluation systems do not include users of the setting and are insufficient to drive improvement.

It has the following strengths

- Children enjoy outdoor play experiences that promote their physical development.
- Hand washing routines support children's developing understanding of personal hygiene.

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 observed children playing in two main downstairs rooms and the kitchen.
- The inspector carried out an observation with the childminder.
- The inspector asked the childminder questions at appropriate times throughout the inspection.
- The inspector gave feedback to the childminder and explained the judgements ensuring the childminder understood the reasons for the judgements.

Inspector

Nicola Dickinson

Full Report

Information about the setting

The childminder was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in Sheffield and uses the whole of the downstairs area and rear garden for her childminding. Children have use of a first floor bathroom.

The childminder has completed basic training including first aid and child protection and regularly updates her knowledge through specific courses, such as Sign Awareness. She attends a playgroup group at the local church. She visits the local shops and park on a regular basis. She collects children from local schools and pre-schools and is part of the local primary school's network of after-school care.

The childminder currently has two children on roll. Both are in the early years age group who attend for a variety of sessions. She is open all year round from 8am to 6pm Monday to Friday except for family holidays agreed in advance. The childminder is a member of the National Childminding Association and the Sheffield Children Come First Childminder and Home Based Childcarer Network. The family have a pet dog.

What the setting needs to do to improve further

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

- increase knowledge and understanding of the Early Years Foundation Stage learning and development requirements to ensure observations, assessments and planning, are used to provide educational programmes that help children make good progress across all areas of learning
- ensure the individual needs and stage of development of each child is given full consideration and use this information, working in partnership with parents, to plan a challenging and enjoyable experience in all areas of learning and development
- ensure records, including written parental permission for children to take part in outings, are in place, easily accessible and available, and make sure confidential information and records about children are held securely
- ensure premises are secure and all reasonable steps have been taken to prevent unauthorised persons entering the premises
- ensure children are provided with meals, snacks and drinks that are healthy, balanced and nutritious
- implement behaviour management procedures that ensure children's behaviour is managed consistently
- ensure there is a first aid box accessible at all times with appropriate contents for use with children.

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

- use opportunities to extend children's understanding of language and new words
- develop the systems for monitoring and evaluation to ensure that they are effective in driving improvement and take account of the views of parents and children.

Inspection judgements

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

The childminder has a basic knowledge of the seven areas of learning and child-led activities sometimes capture children's interest and hold their attention. Children's language development makes adequate progress through regular conversations during activities, such as role play and story times. However, opportunities to extend children's understanding of language and introduce new words are often missed. For example, introducing the names of food and vegetables the children are not familiar with during role play with the kitchen. Nevertheless, children's language development is developing appropriately in line with their age. The childminder has yet to implement any systems for identifying next steps and using planning to ensure children make sufficient progress in their learning. Learning journeys depict how children's activities relate to the seven areas of learning, but the childminder is not knowledgeable about what stage children are at in their learning and development, or how to ensure they make progress on to the next stage. How much progress children make is not reflected in their photographic learning journey.

Parents are not actively involved in assessing children's learning, planning for children's next steps or in completing the learning journey, which means that parent's knowledge is not being used sufficiently to support children's learning and development. Although all children do make some progress, the lack of planning means that educational programmes are not effective in challenging children or help them make the most of the activities provided. Children demonstrate they are able to count during a stacking game as they count the cups to share them out equally. They have access to resources that provide opportunities for the use of positional language, space, colour and patterns but the childminder is not familiar with introducing children to such language, to seeing patterns or helping children to experiment with quantities. One example was when children were playing with the water. The childminder did not question the children or give explanations for the patterns in the water or provide cups or measuring jugs to promote children's understanding of size or quantity.

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

The childminder obtains relevant information from parents about likes and dislikes and children's routines. Settling-in procedures support children's emotional well-being during transitions. The childminder's regular outings to the local church playgroup and pre-school help children to develop confidence and independence in situations away from their main care setting. This helps them to prepare for the next big step in their life, which is normally starting at the local primary school.

Behaviour is not good and behaviour management strategies are not consistently or effectively implemented. This means that even though children have secure attachments to the childminder they are not developing good peer relationships. This has a negative impact on their feelings of safety and security. Children are not given clear explanations to help them understand why it is important to share or why they should be kind and respect each other.

Children are developing suitable self-care skills as they demonstrate independence in using the toilet and dressing themselves. Hand washing routines help to promote their understanding of personal hygiene. There is enough focus on outdoor activities and play to promote children's physical development, with regular walks and trips to the large play equipment at the local park. Children have access to a variety of resources in the rear garden including a trampoline, ride-on toys and role play. However, the outdoor area has not been secured and gives easy access to the premises or for children to leave. For example, whilst the childminder was engaged in a telephone call children played unsupervised in the kitchen where the door to the unsecured garden is left unlocked.

Children demonstrate some knowledge of healthy choices but their understanding of how this contributes to their health and well-being is not effectively developed and the childminder misses opportunities to increase children's understanding through their play. For example, during role play with the kitchen the childminder did not question the children about the ingredients they were using to make their pizzas, identifying which ones were healthy choices and which were not, or encourage discussion about why a healthy, balanced diet is important. When children are hungry the choices of sweets, crisps and chocolate that are offered are not healthy, balanced or nutritious.

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

The childminder accesses training and generally completes at least one course each year. However, she has yet to complete any written self-assessment and the training she accesses is because of her interests rather than identified needs. Users of the provision are not actively involved in the self-evaluation process, which means that the childminder does not know if the service she provides reflects their views or wishes. She regularly supplements her resources but this is not the result of any focussed area for improvement, so although they give children more choice, they are not targeted to improving educational programmes.

The childminder's knowledge of the safeguarding and welfare requirements is limited and children's safety is not adequately promoted. Written parental permission to take children on outings has not been obtained. The first aid box is accessible at all times but does not have sufficient, appropriate contents for use with children. The childminder records accidents and incidents and procedures are in place for the administering of medication. However, confidential records are not securely kept, which means that children's safety could potentially be undermined.

The childminder has positive relationships with parents and information about children's time with her is shared through daily discussions. However, because parents are not actively involved in the evaluation of or planning for children's learning and development it is not possible to see how any feedback from discussions is used to inform educational programmes. Long-standing relationships with other providers delivering the Early Years Foundation Stage promote continuity in children's care and sharing of information that helps children's welfare needs to be met. Assessment of children's development is not robust enough to present other providers with enough information to ensure children receive appropriate interventions and support.

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 no one can enter the premises without the knowledge of a person who is caring for children on the premises.(Suitability and safety of premises and equipment)(both parts of the Childcare Register)
- take action as specified above. (Safety and suitability of premises and equipment)

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. 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	300059
Local authority	Sheffield
Inspection number	818589
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	16/02/2011
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 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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