

Inspection date	30/10/2012
Previous inspection date	24/10/2008

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		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 make limited progress in their learning because the childminder lacks sufficient understanding of the Early Years Foundation Stage learning and development requirements. Systems for observation, planning and assessment are weak, which means activities lack challenge to interest children and encourage progression in their learning.
- The childminder's lack of training in child protection means her knowledge of safeguarding procedures is insecure. Therefore, children are not always fully protected if signs of abuse and neglect. Required records for all children are not accurate, further putting children at risk.
- Partnerships with parents and other early years settings are not strong enough to ensure continuity and progression in children's care and learning.
- Systems for self-evaluation are weak, which means priorities for development are not clearly identified to ensure outcomes for children are improved.

It has the following strengths

- The childminder is kind, warm and caring, which enables children to feel settled and emotionally secure.
- The garden is spacious, with a selection of outdoor equipment to encourage children's physical development.

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

- Inspection of all areas used by the children.
- Observations of children playing in the lounge.
- Discussion with the childminder about aspects of her practice.
- Review of documentation, including children's details, attendance record, certificates for public liability insurance and first aid.
- Account taken of cards and references from parents that reflect their views about the quality of the setting.

Inspector

Jan Linsdell

Full Report

Information about the setting

The childminder was registered in 1990. She lives with her husband and adult daughter in Nantwich, Cheshire. The whole of the ground floor and upstairs bathroom are used for childminding purposes. There is a secure garden available for outdoor play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She minds children each weekday on a part-time

basis throughout the year. There are currently six children on roll, five of whom are within the early years age group.

What the setting needs to do to improve further

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

- improve knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage, to guide the development of children's learning and meet their safeguarding and welfare needs
- improve children's play and learning experiences by: limiting the use of the television; ensuring each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities
- observe and assess each child's progress in all seven areas of learning, taking into account their age and stage of development, and use this information to plan for their next steps
- ensure records about each child are in place for all children, including their name, date of birth, who the child normally lives with and emergency contact details for parents
- improve knowledge and procedures for safeguarding children by attending a child protection training course.

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

- improve the systems for working in partnership with parents and other early years settings the children attend, to promote continuity in children's care and learning
- develop systems for self-evaluation to inform the setting's priorities and to set challenging targets for improvement.

Inspection judgements

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

The childminder lacks sufficient understanding of the educational programmes to support children effectively in the seven areas of learning. She does not conduct observations or assessments about children's ongoing progress. There is no systematic approach to planning activities to meet children's learning needs and interests, and to help them

achieve their next steps. Play is mostly home-based and child-initiated, with very few adult-led activities organised. As a result, practice is weak and does not fully support children to acquire the skills and attitudes to prepare them for their next stage in learning and school.

Children rarely display the characteristics of effective learning because the indoor environment is not organised effectively to meet their learning needs or interests. A few toys are placed on the floor for children to access and some additional toy boxes are available behind the settee. However, older children show little interest in playing with the toys or exploring their environment because they spend too much time watching the television, which is continually on during the inspection. This inhibits children's learning because it prevents positive interactions and meaningful questioning to take place between the childminder and the children.

Younger children have space to crawl around and they practise pulling themselves up onto the furniture. They show some interest when they shake the bells, play 'peek-a-boo' and sway to musical toys. Their physical skills are encouraged as the childminder supports them to walk using the pushchair. Discussions indicate that the childminder helps children to learn basic counting skills, such as when they build with the bricks. She says that she reads stories to the children to encourage their interest in books. However, there are limited opportunities for children to participate in expressive arts or develop their understanding of the world.

Thank you cards and positive references indicate parent's satisfaction with the childminder's care of the children. However, systems to encourage parental involvement in children's learning are basic and the lack of information about children's development means they are not kept fully informed of their child's ongoing progress. Nevertheless, the childminder shares verbal information about how the children have been during the day and she will occasionally send a photograph of the children playing via her mobile phone.

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

The childminder creates a friendly and homely atmosphere. She is caring and patient, and her gentle approach towards the children enables them to feel settled and safe in her care. She responds appropriately to children's care needs, such as when they want a biscuit or when they need their nappy changed. She frequently offers cuddles to give children reassurance and this enables appropriate bonds to develop.

Sleeping arrangements are adequate, as younger children sleep in their pushchair with parent's agreement. The garden is spacious and gives children opportunities to exercise, climb and use the swings. Children also visit the park occasionally and they walk to and from school each day, which benefits their physical health and well-being. The childminder meets children's dietary needs sufficiently well and offers children choices about what they would like to eat. She promotes positive behaviour by reminding children to share. Basic discussions, such as about differences in skin colour go some way in helping children to understand and respect differences in one another.

The premises are secure and the childminder demonstrates a suitable understanding of how to assess and minimise risks to children's safety. For example, she keeps younger children safe by placing cushions around the fire hearth and uses safety gates to prevent access to the stairs. Children learn about road safety when they walk to school and they are taught to stay in the childminder's sight or hold onto the pushchair. Older children take part in fire drills, so that they learn what to do in an emergency.

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

The childminder has a poor understanding of the revised Early Years Foundation Stage, which impacts on her ability to fully comply with some of the learning and development, and safeguarding and welfare requirements. She is unclear about how to support and monitor children's learning and progress effectively. As a result, children do not receive an appropriate balance of adult-led and child-initiated activities that meets their individual learning needs and interests.

Children are kept safe on the premises and on outings. The childminder has a basic understanding of the procedures to safeguard children and she understands how to recognise some signs of abuse. However, she is not fully secure about how to report any concerns about children's welfare, in line with Local Safeguarding Children Board procedures and she has not attended any child protection training.

Minimal required documentation is available to support the childminder's practice and to inform parents of procedures. For example, written policies in relation to safeguarding children and complaints have not been devised and shared with parents, which does not meet the requirements for the Childcare Register. Also, required basic information about each child is not available for all children. This makes it difficult for the childminder to be clear about children's age and stage of development.

The childminder is not yet working in partnership with other early years settings the children attend, which means she cannot fully support children's transitions and ensure consistency in their care and learning. Actions and recommendations from the last inspection have been partially met, but systems for self-evaluation are weak and there is no clear improvement plan to prioritise areas of development. Nevertheless, the childminder does recognise weaknesses in her knowledge and practice and she shows a willingness to improve. She has recently initiated contact with the local authority to seek their advice 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:

- devise and implement a written statement of procedures to safeguard children from abuse and neglect (Arrangements for safeguarding children) (both parts of the Childcare Register)
- devise a written statement of procedures to be followed in relation to complaints which a parent makes in writing or by email (Procedures for dealing with complaints) (both parts of the Childcare Register)
- provide parents with copies of the written statements of safeguarding procedures and complaints procedures (Providing information to parents) (both parts of the Childcare Register)
- take action as specified above (Arrangements for safeguarding children, Procedures for dealing with complaints and Providing information to parents)

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

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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.
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	304145
Local authority	Cheshire East
Inspection number	818706
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	24/10/2008
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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