

**Inspection date**

15/11/2012

Previous inspection date

14/12/2009

**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 very limited knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.
- The childminder does not undertake precise observations of children. She does not use any method for tracking children's learning and development and does not plan purposeful activities that provide them with the correct level of support or challenge to progress them to their potential.
- Children do not successfully learn how to make healthy choices about food because the childminder does not work effectively with parents to promote this.
- Children's health and learning is not promoted effectively as children do not have daily outdoor activities.
- The childminder does not organise her home effectively to meet the needs of the children she cares for, which results in significant weaknesses for children's learning and development and their health and well-being.
- Partnerships with parents are not sufficiently established to involve them and to keep them well informed about their child's learning and development. There are no systems in place to work in partnership with other practitioners who provide shared care for children.
- Self-evaluation is not reflective and does not effectively drive improvement.

**It has the following strengths**

- Children enjoy playing with the toys and making their own choices about what they want to play with.
- Children enjoy playing a variety of games 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 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 had a tour of the premises.
- The inspector observed the child present at play in the conservatory/playroom.
- The inspector completed a joint observation with the childminder.
- The inspector sampled documents, policies and procedures and evaluated the steps taken to meet the actions and recommendations raised at the last inspection.

### **Inspector**

Anne Barnsley

## **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 and one child aged 14 years in Lincoln. The conservatory, downstairs toilet and rear garden are used for childminding.

There are currently 10 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.15am to 6pm Monday to Friday, except for family holidays. She works with another childminder.

The childminder attends a gymnastic club, a local toddler group on Tuesdays, a childminder group and a music group with children. She is a member of the National Childminding Association and receives support from the local authority. She collects children from the local schools and pre-schools.

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

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

- acquire the necessary skills and knowledge of the learning and development and welfare requirements in order to deliver and educational programmes and to promote children's welfare effectively
- use observation and assessment to understand children's level of achievement, interests and learning styles, and to then shape learning experiences for each child
- ensure that space is organised to meet the needs of the children and is assessed in accordance with the number of children cared for at any one time
- ensure that children are provided with outdoor activities on a daily basis, with the exception of unsafe weather conditions.

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

- improve partnerships with parents and others involved in the care and learning of children by developing effective systems for sharing information to ensure all parties are involved and children receive consistency and continuity in their learning and development

- improve self-evaluation by being more reflective, recognising the strengths and weaknesses of the provision, raising clear targets for improvements and showing how parents and children are involved in this process.
- improve children's understanding of how to make healthy food choices by ensuring that you provide parents with clearer information and guidelines about the healthy eating policy.

## Inspection judgements

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

Children's needs are not met appropriately because the childminder has very limited knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She does not know the seven areas of learning and does not provide educational programmes that take account of the individual stages of children's learning and development. She does not undertake meaningful observations of children and does not track their progress to know what level of support or challenge individual children need to help them to make the best progress in their learning and development. This is a significant weakness because the childminder does not know if children are making progress in their learning and development or whether they may require specialised professional intervention and support. She has recently introduced a care diary for parents, which provides some details about children's nappy changing routines, food and some of the toys they have played with that day.

While children are happy playing with their toys and joining in some games with the childminder, such as seeing who can throw the most balls into a container, she does not provide them with planned activities that engage, motivate or enthuse them. This is because she lacks knowledge of how children learn and does not have a clear aim when she attempts to do a planned activity. Children get very little purposeful learning and become bored and lose interest very quickly because they are not involved enough. An example of this is a planned activity around helping children to learn about the weather and the changes in the garden. This craft activity consisted of the childminder drawing a flower and adding facial features to it. She talked to the child about eyes, noses and mouths, and asked questions about teeth, but gave the child no time to respond. When asked if she achieved her aim she felt she had, but there had been no mention of the weather or the changes in the garden. She does take notice of things children like to do and does facilitate their play by having the relevant resources. However, little thought is placed on the appropriateness of some of this play and the language and messages that are being taught to the children. For example, a child wanted to play at wrestling. The childminder got a big box of wrestling characters out and sat on the floor with him. She spoke to him about how wrestlers throw each other on the ground and slap each other. She engaged in imitation fighting that the child mirrored. When asked if this was appropriate she felt it was as she was following the child's interests. This demonstrates a significant lack of understanding about promoting positive learning with children.

Children's language skills are encouraged as the childminder talks to them as they play. She extends some conversations that children raise, for example, when a child speaks about an elephant picture on the changing mat she asks what other animal the child can see. When a child shows an interest in the large toy clock the childminder counts the numbers out loud and the child copies her. They count the number of pencils on the table and talk about some of the different colours. This helps to support children with some learning around early mathematical concepts. The childminder says that young children are developing an understanding of technology because they have access to the computer for 15 minutes each week to have a look at a children's website with her, they also enjoy playing on games consoles. Children have a garden to play in, but do not have planned outdoor learning and they do not go outside every day, which is a requirement. This means their physical development is not supported. They do visit other settings, such as a music group each week, which helps to develop their language and physical skills through song, rhythm and movement. They also visit a toddler group, which helps children to learn to socialise with other children and adults and to develop confidence for when they move on to nursery or to school.

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

Children appear settled and secure in the childminder's care. She has started to provide parents with 'all about me' forms to gather some relevant information about their child's routines, likes and dislikes. However, she does not monitor this for changes as their needs develop. She follows the wishes of parents regarding the care of their children, for example, she puts babies to sleep in their travel seats in the kitchen and toddlers to sleep in their pushchair in the hall. It is highly unlikely that a different sleep arrangement could be put into place if parents requested this because, since the last inspection, the childminder has significantly reduced the amount of space she uses in her home for childminding. Originally the whole house was used for childminding but now only a small conservatory is used for children, and no consideration has been given to the fact that on some days there are six children present with both herself and her assistant working in the room. This is insufficient space for children to explore and play in and to eat in as there is only one very small table available. Children are also changed in the conservatory, which does not show consideration or respect for their dignity in relation to their intimate care and it also creates a very unpleasant environment for others when a child soils.

Children's good behaviour is promoted appropriately. The childminder has a suitable behaviour management policy which details the appropriate strategies she uses to manage any unwanted behaviour. Children are beginning to take care of their own personal needs and, depending on their age and stage, either use the toilet independently or know to ask for help. They learn about hand washing and the childminder makes sure that she does this when she changes nappies so that children see positive examples in practice.

Children are not encouraged to develop healthy lifestyles through daily opportunities to play outside or to learn about healthy eating. Although the childminder provides some fruit for snacks, which children enjoy, she does not promote her healthy eating policy to parents or provide them with clear guidelines about the food they send from home. She says that some children have as many as three chocolate bars in their lunch boxes every

day, which she clearly recognises is not promoting healthy eating. However, she does nothing to try to address this or to support parents with making more healthy choices. The childminder has completed risk assessments of her home and outings to keep children safe. Children learn appropriately about safety and responsibility as they help tidy away their toys and be helpful.

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

Leadership and management is inadequate. The childminder has failed to ensure she is meeting all requirements of the Statutory Framework for the Early Years Foundation Stage and she has not responded to any recommendations raised at the last inspection around introducing an observation, assessment and planning system. The childminder does not reflect on her practice by recognising the strengths and weakness in her setting and does not raise clear and precise targets for improvements. There is also no system in place for involving parents and children in this process so that they can work together in partnership. She has booked training to update her first aid and health and safety, which demonstrates some commitment to her professional development. However, her commitment to driving improvements and to developing herself professionally is very weak and impacts significantly on all aspects of the quality of her provision.

The childminder obtains and shares minimal information with parents and carers to ensure children's individual needs are met. Due to the absence of observations, assessment and planning, and the childminder's lack of knowledge, she is unable to keep parents well informed about the progress their child is making and of ways in which they can support their child's learning at home. A full range of appropriate policies and procedures are made available to parents, although the childminder does not ensure that all of these are adhered to, such as her healthy eating policy. She has not considered strategies to liaise with other providers when the care of children is shared to promote an integrated approach to their care and learning. Therefore, children are not provided with the necessary consistency and continuity in their learning and development to help them to thrive.

Arrangements for safeguarding are adequate. The childminder has a satisfactory understanding of the procedures to follow if she suspects a child is being abused or neglected. She understands her role and responsibilities with regard to ensuring children are supervised and remain in her care at all times. The childminder has a risk assessment processes in place and appropriate safety measures that minimise any risk to children. The organisation and accessibility of the toys and resources enables children to play happily, but the poor organisation of space within the home restricts children considerably in both their learning and development and their welfare.

### **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
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

208731

<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	886701
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/12/2009
<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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