

| | |
|--------------------------|----------------|
| Inspection date | 05/12/2012 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- The childminder has a poor understanding of the learning and development requirements.
- The childminder does not assess and monitor children's learning and development.
- The childminder has an insufficient understanding of safeguarding issues and how to identify and respond appropriately to child protection concerns.
- Partnerships with parents and other professionals are not sufficient.
- Self-evaluation does not fully identify all areas for development.
- Children are not effectively supported to learn about similarities and differences.

It has the following strengths

- Children are settled and play happily in the setting, they form sound relationships with the childminder and other children.
- Children show good levels of behaviour, working together with cooperation to achieve joint activities. They learn to be independent and confidently manage self-care skills.

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 the practice of the childminder and considered the impact on children.
- The inspector talked to the childminder and looked at documentation to support her judgement.
- The inspector read parents e-mails and letters to ascertain their views on the childcare setting.

Inspector

Carolyn Hasler

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband, two teenage and two primary aged children in Aylesbury, Buckinghamshire. The childminder uses the whole of the ground floor for childminding and there is a fully enclosed garden for outside play. The childminder currently has three children on roll in the early years age group. The childminder walks to local schools to take and collect children. She attends the local parent toddler group and takes children to the local park.

What the setting needs to do to improve further

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

- develop appropriate skills and knowledge, with particular regard to the learning and development requirements of the Statutory Framework of the Early Years Foundation Stage
- consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- be alert to any issues of concern in children's life at home or elsewhere by implementing a safeguarding policy and procedure and being able to identify signs of abuse and neglect at the earliest opportunity and responding in a timely and appropriate way
- enable a two-way flow of information with parents and between providers to address any learning and developmental needs as a partnership

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

- support children's understanding of difference and of empathy by using props, such as puppets and dolls, to tell stories about diverse experiences, ensuring that negative stereotyping is avoided
- develop self-evaluation to carefully monitor and analyse the provision and identify areas and priorities for improvement that support children's achievements over time.

Inspection judgements

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

The childminder has too little knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage; she is not able to ensure that all areas of learning are covered in any depth and breath. As a result educational programmes are not adequately covering the different areas of learning. The childminder engages parents and provides them with information on welfare issues. However, she collects limited information about what children know and can do. Observations and

assessments are not carried out and the childminder does not understand the process of monitoring development. She is therefore unable to identify when children are not meeting expected levels of progress or plan effectively to challenge children. This also means that parents lack information about their children's progress and impacts on partnerships to support learning in the home. Therefore, children are not adequately prepared for school through the support of educational programmes provided by the childminder.

Activities that children choose to explore, express their imaginative and creative sides. For example, they ask if they can have the paints out and enjoy painting a picture in their favourite colour. The childminder generally supports play, engaging children, modelling how to play and supporting their games. However, at times, she becomes over prescriptive, such as removing a child's painting before they have finished it and trying to move them on to a new activity. This results in children missing out on exploring resources for themselves. On occasions, they are distracted easily and become bored when activities lack challenge.

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

The childminder helps children to settle in by giving them opportunities to visit her provision prior to their start date. She offers them a warm and welcoming environment showing them affection and interacting with them in a caring way. This helps them feel secure. However, they are not fully safeguarded due to the childminder's poor understanding of child protection issues. Children form positive relationships with one another. They chat and play together with cooperation and share resources well. The childminder takes children to groups which provides them with opportunities to play within a larger community. Children behave well, responding appropriately to the boundaries set by the childminder. This shows they have some understanding about how to keep safe.

Children learn to develop independence and self-care skills. They are able to recognise and manage their own personal needs, successfully following hygiene routines. Children enjoy outings to the park and have access to the rear garden as and when they request it. They have opportunities to be physically active, learning to balance and control their bodies. They enjoy building with large bricks and are equally able to handle objects with precision. Successful communication with parents ensures children are offered healthy and nutritious meals and drinks each day. Overall, the childminder provides children with appropriate activities to support their independence and cooperation skills. However, due to her poor understanding of the learning and development requirements she does not effectively support children's transition to the next stage in their learning, such as school.

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

The childminder has too little understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She does

not make observations of children's progress and use these to plan for the next steps in their learning. Nor does she monitor the effectiveness of the educational programme to check that she is covering all areas of learning. She has not sought adequate help to improve her practice or skills. This has resulted in children receiving poor support in their learning and development goals.

The childminder has an insufficient understanding of safeguarding and of how to identify, record or report her concerns. While there is a procedure in place, she does not understand it well. She is unable to identify the possible indicators that a child is at risk of harm and does not know what to do if she has concerns about a child. The childminder has not received any training in child protection although she shares her intention to seek this in the near future.

The childminder's self-evaluation is weak. She is able to talk about her positive relationships with parents and children. However, she has not developed her service in line with current childcare practice and does not fully understand what she needs to do to improve. The childminder has completed registration training and has attended training in observing and assessing children and self-evaluation. However, she has not put the knowledge she has gained to good use to improve her practice.

Engagements with parents and other settings or agencies involved in children's welfare and education are not good enough. Too little value is placed on sharing information to support learning at home or when attending other services. This means that learning is fragmented. Children do not enjoy consistent learning experiences and this impacts on their ability to make progress.

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (Arrangements for safeguarding children) (voluntary part of the Childcare Register)

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

EY378772

Local authority

Buckinghamshire

| | |
|------------------------------------|----------------|
| Inspection number | 724007 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| Telephone number | |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

