

## Inspection date

Previous inspection date

09/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

Previous inspection:

Not Applicable

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 does not have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She does not provide a wide range of activities across all areas of learning.
- The childminder does not obtain relevant information about children's starting points, assess children's ongoing progress or accurately identify their next steps in learning. This means that activities are not based on children's individual learning needs.
- The childminder has not reviewed her provision by using an effective self-evaluation process or by involving parents in identifying priorities for improvement. As a result, areas of weakness have not been identified or tackled.
- The childminder does not meet legal requirements in relation to recording children's date of birth and the address of their parents.
- The childminder has not fully explored ways to share information about children's ongoing learning and development with parents and other providers of the Early Years Foundation Stage. This does not support continuity of learning for children.

### It has the following strengths

- Children are happy and settled with the childminder because she provides a warm and caring environment.
- Children are kept safe in the childminder's care through daily checks of all areas to minimise potential hazards.

## 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 and observed children playing.
- The inspector looked at a selection of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

## Inspector

Julie Morrison

## Full Report

### Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her son in a house in Stockton on Tees. The family has a dog and two guinea pigs. The whole of the ground floor and the first floor bathroom and rear bedroom are used for childminding. There is a rear garden for outdoor play. She visits the local shops and park on a regular basis. She collects children from the local pre-schools.

There are currently two children on roll, both are in the early years age group and attend for a variety of sessions. The childminder provides care all year round from 6am to 7pm, seven days a week.

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

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

- develop the educational programme to ensure that all seven areas of learning are implemented through planned and purposeful play experiences, with particular reference to understanding of the world
- make use of ongoing observation and assessment of each child's progress; taking account of their starting points, age and stage of development and use this information to identify the next steps in their learning and to provide challenging and enjoyable experiences for all children
- ensure that a record of each child's date of birth and the address of every parent known to the provider is in place.

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

- develop the arrangements for sharing information about children's learning and development with parents and other providers of the Early Years Foundation Stage, in order to fully support children's learning and development
- implement rigorous and effective systems for self-evaluation, which take into account the views of parents and are used to inform priorities and 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, generally, implements a suitable range of activities, which cover most areas of learning. However, she has a limited understanding of the learning and development requirements of the Early Years Foundation Stage. This means that ongoing observational assessments are not used to track children's progress from their starting points within the seven areas of learning. The childminder does not have an accurate understanding of children's stage of development and as a result, activities are not planned based on each child's progress towards the early learning goals.

The childminder does meet with parents at the start to gather information about children's routines at home. However, she has not gathered information about children's starting points and an initial assessment of their development has not been carried out. This prevents the childminder from gaining a clear view of the progress children are making in her care. The childminder keeps parents informed about their child's daily care through verbal feedback. However, she has not developed effective systems to share information about children's progress or any concerns about their development with parents. This does not ensure that parents have an accurate understanding of their child's progress while in her care.

The childminder is warm and friendly and joins in with children during their play. For example, as they colour pictures, she encourages them to talk about what they are doing and to name the colours of the crayons, which they have chosen. Older children are clearly developing an interest in numbers and counting, and the childminder supports them appropriately. For example, she encourages them to use their fingers to add up and helps them to identify written numbers. Children's communication skills are supported appropriately by the childminder. For example, she encourages them to talk about the pictures, which they have drawn and introduces language, such as 'big and small' into their play. Children demonstrate a good awareness of written numbers and letters as they remark that the number one 'looks like the letter l' and ask the childminder to think of names beginning with various letters. However, the lack of assessment of children's progress makes it difficult for the childminder to know if activities are suitable for the stage of development of each child. Conversations are, generally, dominated by the older children, however, younger children do repeat words and the childminder gives them praise for doing so. This helps them to develop their communication skills. Although, younger children are clearly happy and settled in the childminder's care, activities are generally chosen by the older children. As a result, these are not always appropriate to support the youngest children's individual progress towards the early learning goals. For example, playing with mathematical jigsaw puzzles. Nevertheless, they do have fun, for example, they laugh and giggle as they play games trying to catch paper butterflies.

The childminder plans some activities to help children to begin to develop their understanding of the world. For example, they talk about items, which they see on walks and visit the nature reserve. However, the childminder does not plan activities or have resources to support children further in learning about the world around them. For example, by looking at diversity and disability. This does not support children's development across all seven areas of learning.

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

Children are happy and settled in the care of the childminder and have developed close relationships with her. They readily seek her affection as they sit on her knee and talk to her about what they are doing. Children are becoming increasingly self-assured. They express their preferences, for example, talking about what they want to play with and what they like to eat. The indoor environment provides a warm and welcoming space where children move around confidently. A suitable range of resources are stored in low-level boxes, which children access independently. This helps them to develop a sense of

belonging in the childminder's home. Children behave well as the childminder uses appropriate behaviour management techniques. For example, she encourages them to share and be kind to each other. The childminder suitably supports children to prepare for the transition to nursery or school. For example, children develop their social skills as they meet up for activities with other children. Also younger children become familiar with nursery as they accompany the childminder as she takes older children each day.

Appropriate procedures are in place to support children's good health. For example, the childminder understands the importance of providing children with a healthy and balanced diet. Children have constant access to drinks. This ensures that they remain appropriately hydrated. Children are also beginning to understand the daily routines. For example, they know that they must wash their hands before lunch and independently get wipes. Satisfactory provision is made for children to exercise and enjoy the fresh air. They play in the childminder's garden when the weather allows and go for walks to the park. Children begin to learn about keeping safe through discussion and practising road safety.

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

The childminder has a limited knowledge and understanding of the requirements of the Early Years Foundation Stage. She does not review the planning of activities or assess children's progress towards the early learning goals. This does not ensure that any gaps in children's learning are identified and that all areas of learning are being covered. Most of the documentation required to meet the welfare requirements of the Early Years Foundation Stage is in place. This includes accident records and children's consents. However, the childminder does not have a record of children's date of birth and home address. This does not meet the requirements of the Early Years Register and Childcare Register and affects the childminder's ability to effectively safeguard children.

The childminder recognises that she has not kept up to date with practice and has met recently with her local early years advisor to help her to identify areas for further training. She has addressed the actions raised previously and demonstrates a secure understanding of recording children's attendance to ensure that she maintains correct child ratios. However, effective systems to monitor and evaluate her practice are not in place and the childminder has not kept up to date with recent changes to the Early Years Foundation Stage. The childminder has not developed systems to obtain feedback from parents, in order to further identify areas for improvement. This does not support the drive for improvements that will raise children's achievements over time.

The childminder has a suitable understanding of the signs and symptoms of abuse, including procedures to follow if she had a concern about a child. Written risk assessments and regular checks of areas and equipment, along with adequate safety equipment, such as stair gates, help to protect children's safety. The childminder ensures that parents are kept informed about the service, which she provides as they receive copies of her policies and procedures at the start. Important information, such as, her certificate of registration, insurance details and the complaints procedure, are clearly displayed. The childminder shares some information verbally with other providers of the Early Years Foundation Stage.

However, there is scope to improve this, in order to support continuity of learning and care for children, who attend more than one setting.

### 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 a record of the home address and date of birth of each child who is looked after on the premises is in place (Records to be kept)
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### 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

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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

<b>Unique reference number</b>	EY423964
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	894981
<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>	2
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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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