

Inspection date	10/01/2013
Previous inspection date	24/01/2011

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

- The childminder does not observe or assess children's progress across all seven areas of learning, in relation to their ages and stages of development and therefore does not identify the next steps in their learning.
- The childminder demonstrates a poor understanding of the learning and development requirements and is not secure in her knowledge of the areas of learning. She does not plan interesting and challenging activities to ensure children make good progress in their learning.
- The childminder does not fully promote children's health and well-being as she has not updated her first aid training to ensure she can respond fully to any accidents.
- Partnerships with parents and others involved in the care and learning of the children are weak and the sharing of information is limited. Consequently, children do not receive relevant support, consistency and continuity in their learning and development.
- The strengths and weaknesses of the provision are not identified and the childminder has no arrangements for monitoring and reviewing the provision.

It has the following strengths

- Children build secure attachments with the childminder. This ensures they are settled and happy in the provision.

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 activities in the main play room.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies and children's records.

Inspector

Lindsay Hare

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and one child aged 10 years in the Bedwell area of Stevenage, Hertfordshire. The childminder uses the whole of the ground floor and the rear garden for childminding. The family has one dog, two snakes and tropical fish.

There are currently four children on roll, one of whom is in the early years age group attending for a variety of sessions, and three who are school-age children who attend after school. She is open all year round from 8am to 6pm Monday to Friday except for

bank holidays.

What the setting needs to do to improve further

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

- plan, observe and assess each child's progress across all areas of learning in relation to their age and stage of development and use this information to identify the next steps in their learning
- develop knowledge and understanding of the learning and development requirements to ensure the educational programme across the seven areas of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity in order to provide a challenging and enjoyable experience for all children
- obtain a paediatric first aid certificate that is local authority approved and relevant for workers caring for young children
- improve partnership working with parents and other settings children attend to ensure children benefit from continuity in their care and learning, get the help and support they need, and to establish a shared understanding between all those involved with individual children.

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

- devise and implement a thorough self-evaluation process, which includes the views of parents and children, to identify strengths and areas for development to ensure that all children are helped to learn and develop.

Inspection judgements

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

The childminder has limited knowledge of the learning and development requirements and is unable to effectively plan educational programmes to adequately cover the prime and specific areas of learning. Activities provided are not matched to all children's needs and consequently do not support their progress towards the early learning goals. Children are not prepared for more formal learning experiences later on in their lives because the majority of play is child-initiated and not a balance of adult-led and child-led activity. This does not help the children to develop the skills they need to persevere and concentrate in a wider range of activities.

The childminder has not undertaken any observations or assessment of the children and therefore she is unable to ascertain where children are in their learning and if they are making appropriate progress. Consequently, she does not plan activities that are suitable, challenging and that are tailored to meet children's individual needs. The childminder does not obtain information regarding children's starting points in their learning, to enable her to identify children's next steps and plan for these. Strategies for engaging parents are weak and they are not fully encouraged to support and share information about their child's learning and development at home.

The childminder regularly talks to children as they play, asking some open-ended questions to make them think. For example, whilst threading cotton reels, the childminder encourages children to look at the pattern and continue the sequence. However, as she is not aware of children's individual learning needs she does not support them to take their next steps in learning through planning activities to reinforce and extend the learning from the activity. Children develop some language skills, for example, as they play imaginatively with the play figures and talk in different voices to represent the characters in their play. The childminder does not build upon and extend this activity to support the development of vocabulary or help to extend the children's imagination further.

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

Children's health and welfare is compromised in the event of an accident because the childminder has failed to update her knowledge of first aid to ensure that she is able to respond to their needs effectively. Nevertheless, children feel comfortable and secure in the warm and friendly environment, where they form a close relationship and attachment to the childminder and her family. They behave well and the childminder has strategies in place to manage behaviour consistently. She regularly uses positive praise and encouragement to promote children's self-esteem. Initial visits to the setting provide an opportunity for the childminder to find out about children's likes and interests and this helps children to feel happy and settled.

Children's understanding of keeping safe is generally promoted well as the childminder talks to them about the possible consequences of their actions. They learn about road safety on the daily walks to and from school and play a game where they call out the colours 'red', 'amber', 'green' and follow the corresponding action of 'stop', 'get ready' and 'go'.

The childminder supports children in developing an understanding of the importance of a healthy lifestyle. Children make healthy food choices at mealtimes and take regular exercise, walking to nursery each day and using climbing apparatus in the park. Children manage their own hygiene and personal needs, using the toilet independently and washing their hands using the towel or hand dryer. The childminder talks to children about

their experiences at nursery and the friends they have made, promoting children's self-confidence further. This sense of security helps to prepare them for the transition to other settings. However the shortfalls in the childminder's understanding of the learning and development requirements impacts on her ability to ensure that children have the necessary skills to support further learning.

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

The childminder has a sound knowledge and understanding of the correct procedure to follow if she has a safeguarding concern. This is underpinned by a clear safeguarding policy which is shared with parents. Effective risk assessments ensure that any hazards are minimised and the well organised environment enables children to move around the premises freely and safely. Play resources are stored appropriately so that children can access them independently. However, there is a breach in the safeguarding and welfare requirements with regards to holding a current paediatric first aid certificate which impacts on the safety and well-being of children. This is also a breach of the requirements for the Childcare Register.

The childminder's knowledge and understanding of the learning and development requirements and how to plan for children's next steps is limited, resulting in poor monitoring of children's progress. Links with other early years settings involved in supporting children's care and education are not established to ensure that individual needs are identified and met. Although, the childminder converses with parents on a regular basis, children do not benefit from a consistent flow of information between the childminder, parents and other settings. Initial information about children's likes and interests is gained from parents when they visit, although this is not updated and the childminder is not proactive in engaging parents to contribute to their children's learning.

The childminder has not begun to monitor or evaluate her practice in order to recognise strengths and weaknesses in her practice. Consequently, she does not identify priorities for improvement or act on them to improve support for children in their learning and development.

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:**

- obtain an appropriate first aid qualification. (compulsory part of the Childcare Register)
- obtain an appropriate first aid qualification. (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.

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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	EY342273
Local authority	Hertfordshire
Inspection number	820750
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	24/01/2011
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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