

<b>Inspection date</b>	09/01/2013
Previous inspection date	24/03/2011

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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder lacks an understanding of the Statutory Framework for the Early Years Foundation Stage. Her self-evaluation system is not strong enough to identify where legal requirements are not fully met, particularly in relation to learning and development.
- There are weaknesses in the quality of the educational programme and the quality of the teaching and learning. The childminder does not identify the next step in children's learning in order to plan further activities for children's development. Consequently, children's progress is ineffectively supported.
- Strategies for engaging parents are weak. Parents and carers are not informed on how the Early Years Foundation Stage is delivered. Insufficient information is exchanged with parents about children's abilities and how they can share learning at home.
- The childminder does not identify her training needs or secure opportunities for continued professional development.

### **It has the following strengths**

- The childminder gives suitable priority to monitoring children's safety and making sure that their care needs are met.
- Children develop well physically. They gain a sound understanding of the importance of physical exercise and a healthy diet.

## 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 living area and kitchen.
- The inspector inspected the rear garden and first floor bathroom.
- The inspector looked at the records kept and the policies and procedures.
- The inspector spoke with the childminder at appropriate times throughout the observations.

## Inspector

Lynne Naylor

## Full Report

### Information about the setting

The childminder was registered in 1999. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two adult children in a house in Ditton, Widnes. She uses the whole of the ground floor and bathroom on the first floor for childminding. The rear garden is also available.

The childminder collects children from the local schools and pre-schools. There are currently eight children on roll, of whom six are in the early years age group and two are

school-age children. Children attend for a variety of sessions. The childminder works all year round from 8am to 6pm Monday to Friday, except for bank holidays and family holidays.

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

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

- improve the quality of teaching and learning by assessing each child's progress across all seven areas of learning and use this information to plan suitable activities and challenging experiences for each child
- provide parents with information on how the Early Years Foundation Stage is being delivered; review children's progress when they are aged between two and three years and provide parents with a written summary of their child's development
- work in partnership with parents to promote the learning and development of all children, in particular enable parents and carers to share what they know about their child's learning at home
- improve knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage; foster a culture of continuous improvement by evaluating practice and securing opportunities for continued professional development, in order to improve outcomes for children.
- deliver an educational programme in sufficient depth and breadth to support children's learning and development across all areas
- develop children's understanding of how to keep themselves safe, for example, include them in the evacuation practice

### **Inspection judgements**

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

The childminder lacks knowledge of the seven areas of learning in the Statutory Framework for the Early Years Foundation Stage. As a result, she does not purposefully plan activities to promote children's development in the three prime areas of learning: communication and language, physical and personal, social and emotional development. Each day, she sets out a suitable range of toys, which generally capture children's interest and hold their attention. However, children mainly occupy themselves, for example, with toys, such as cars, ships and small world people. They play imaginatively, however, the childminder offers little guidance and activities are not challenging. Books are set out on

the carpet and children sit with the childminder to listen to stories. Some aspects of children's language development is suitably fostered as the childminder repeats words that children use, which reinforces their vocabulary. The childminder also sets out a range of pens, pencils and crayons for drawing or paper, glue and collage materials for creative work. While children are seen to be broadly working within the developmental milestones, planning is not systematic enough to challenge children or help them make the most of the resources. As a result, children have few opportunities to develop ideas, solve problems or acquire new skills and therefore do not fulfil their potential.

The childminder does not purposefully observe, assess and plan to ensure children's individual development is promoted. She describes how children successfully identify some colours and how she encourages them to count in preparation for school. However, she is not able to explain how the children are progressing in all areas of learning. Parents are not asked to share what they know about their child in relation to their development or to become involved in their child's learning. A lack of information hinders the childminder's ability to plan and provide activities that match children's individual needs or interests. The childminder shares information with parents about their children's care and daily activities. However, she does not sufficiently inform them about their children's progress or about the Early Years Foundation Stage.

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

The childminder obtains information from parents about their child's likes, dislikes, any allergies or special dietary requirements. She uses this information to effectively meet children's dietary and care needs. Indoors, children operate with some independence as they choose which toys and books they wish to play with from the satisfactory range set out for them. Children develop sound attitudes to exercise as they walk to and from school, practise climbing skills on equipment at the park and regularly exercise at a soft play centre. Children develop dexterity through handling and joining small pieces in construction sets.

Children follow some appropriate hygiene and safety practices, such as washing their hands before eating. Children enjoy nutritious home-cooked meals, such as cottage pie and carrots. Sometimes, children visit the farm shop to look at the range of fruit and vegetables. This raises their awareness of healthy foods and the local community. Children wear wrist straps when on outings and the childminder talks to them about how this keeps them safe. The childminder encourages children to adopt good behaviours, so they begin to understand what is expected of them. However, some opportunities for children to learn about keeping themselves safe are missed; for instance, they are not included in the fire evacuation practice.

Children enjoy a warm, caring relationship with the childminder. She occasionally takes children to a local toddler group to meet with other children. However, their social skills mainly develop steadily through the relationships they have with each other. Children are broadly prepared for the next stage in their learning in some respects. The childminder plays games to help their concentration. Children are beginning to learn about diversity. They play with some toys that positively reflect other cultures and disabilities. Some foods,

from around the world are included in the menu, such as curry and Chinese food. However, opportunities for children to broaden their experiences are not purposefully planned to promote children's social or cultural development.

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

The childminder has an insufficient knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She does not sufficiently monitor and evaluate her practice against the requirements of the framework. Consequently, there are a number of breaches of the specific legal requirements, which compromise children's learning and development.

Children play with toys that are suitable for their age and age of development, although, activities lack challenge. The childminder does not sufficiently observe and assess children's abilities or purposefully plan to provide for their continued progression. Consequently, not all children's needs are met. There is a lack of information about children's learning so far and nothing is known about children's learning priorities. This makes it difficult to see what progress children are making or implement any action where children may be falling behind.

The childminder takes practical steps to ensure that children are kept safe indoors and outside and that furniture, equipment and toys are suitable and safe. The ground floor is suitably organised to enable children to move around freely and safely. The childminder regularly reviews her written risk assessment record. She has recently refreshed her training in child protection and has a basic understanding of the procedures to follow if she is concerned a child is being abused. However, she does not identify her training needs or secure opportunities for continued professional development.

Relationships between the childminder and parents are friendly. Parents visit prior to their child attending and read a suitable set of policies and procedures, which provide them with some useful information. The childminder and parents also chat each day and the childminder says she gives parents a written daily account of what their child has eaten and when they have slept. Further communication about children's learning and development is limited. This limits parents' opportunities to share what they know about their children. The childminder is not aware of a requirement to provide parents with a short written summary of their children's progress when a child is aged between two and three years. Insufficient information is available to provide parents with a written summary of their child's strengths and areas where their child's progress is less than expected. Currently, the childminder does not liaise with any other professionals nor does she care for any children who also attend other early years provision. It is not clear how the childminder will work in partnership with other settings when the need arises. She does not have sufficient information to share or a positive plan to encourage a continuous learning journey for children's development.

Self-evaluation is inadequate as the childminder is not sufficiently reflective and does not set targets or plan to bring about improvements. Following the last inspection, the

childminder was required to maintain a current paediatric first aid certificate and to carry out a full risk assessment for each outing. These actions have both been met and therefore, improved children's safety. However, other weaknesses identified at the last inspection have not been tackled, which demonstrates a lack of commitment to improve. The childminder agreed to develop a regular two-way flow of information with parents and between providers, for all early years age children. She also agreed to develop systems to review each child's development and learning, in order to make decisions about the child's progress and plan next steps to meet their development and learning needs. These are still areas for development carried forward as actions to be met following this inspection.

### 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

<b>Unique reference number</b>	303393
<b>Local authority</b>	Halton
<b>Inspection number</b>	818683
<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>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/03/2011
<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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