

Inspection date	17/04/2013
Previous inspection date	24/09/2009

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 poor knowledge of the learning and development requirements; therefore, her practice does not sufficiently meet children's learning needs.
- The cycle of observation, assessment and planning is not in place to sufficiently promote children's learning and development.
- The childminder does not evaluate her provision against the Early Years Foundation Stage requirements to improve outcomes for children.
- The childminder does not have a valid first aid qualification.
- There is insufficient emphasis in the play programme on supporting children's understanding of the world and supporting children for whom English is an additional language.

It has the following strengths

- Children build a positive bond to the childminder; they are happy and relate to her well.
- The childminder is communicative with parents on children's care when they arrive at the setting.
- The childminder plays with children and provides some toys they enjoy using and activities to keep them occupied.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's play and the childminder's interactions with them.
- The inspector observed and discussed the children's starting points and progress with the childminder.
- The inspector sampled relevant documentation including some safeguarding documentation and learning records.
- The inspector viewed feedback letters from parents.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

The childminder registered in 1984. She lives with her husband, who is also a registered childminder, in the Chichester area of West Sussex. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is currently minding six children in the early years age group on a part-time basis. The childminder is able to walk to local schools and pre-schools to take and collect children. The family has pet fish.

What the setting needs to do to improve further

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

- promote children's developmental progress in all seven areas of learning by increasing knowledge and understanding of the learning and development requirements
- observe children to understand their level of achievement, interests and learning styles, and then shape learning experiences for each child reflecting on those observations, involving parents in this process
- improve systems for self-evaluation to implement clear improvement plans and promote continuous improvement of the provision
- complete local authority paediatric first aid training
- improve the educational programme for understanding the world and expressive arts and design
- provide opportunities for children for whom English is an additional language, to develop and use their home language in their play and learning.

Inspection judgements

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

Most children have an enjoyable time while at the home of the childminder, who meets some of their learning needs by providing toys and play activities. However, the progress children make is incidental because the childminder has a limited knowledge of the seven areas of learning and how to promote them. Children play with the dolls, they talk and the childminder plays with them. However, they are not appropriately challenged because the childminder has a lack of understanding of what she can do and say as an adult to improve their learning. For example, she is over directive in a play dough activity and tells children what to make and how to do it. She has poor knowledge of the learning area of expressive arts and design, because she has not read or updated herself of the Early Years Foundation Stage learning and development requirements. As a result children are not encouraged to use their own ideas when exploring craft resources.

Some children engage in conversation, because they are chatty and the childminder is responsive. Children for whom English is an additional language are making some progress in communication. However, they do not sufficiently hear key words in their home language, alongside English, while at the childminder's home. This is because the childminder has not gained significant words in their home language from parents to aid their development except 'hello' and 'goodbye'. The childminder tries to promote mathematics by asking the more able children to count toys. However, when they get it wrong she asks them again, instead of role modelling counting just a few objects. This affects children's ability to develop the necessary skills for their future learning. The childminder has some photographs of the children at play that she shares with their parents, but has limited understanding of how to observe and assess children to identify the progress they are making towards the early learning goals. This means she is unable to sufficiently plan play activities and experiences to build on what children already know and can do and therefore does not meet each child's unique learning needs. She provides toys for children to play with and, on occasions, children enjoy painting and cooking, such as at Easter time. The childminder talks to parents about children's play and some aspects of their development, such as toilet training. Nevertheless, there is a lack of attention on joint working concerning children's learning and development. This impacts on parents' ability to be fully informed about what their child can do and to play an active role in their child's learning.

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

Children are cared for in a loving environment where the childminder is attentive to their care needs. Young children are able to form a positive attachment to the childminder through the understanding support they receive from her. This emotional security helps

them to feel happy and safe. However, although children believe they are secure in the childminder's care, her lack of knowledge and understanding of the welfare and safeguarding requirements impacts on the overall welfare of children. Children behave well and learn the boundaries of the home. For example, they help to tidy up the toys before they have their snack. The childminder relates to children well, is gentle and kind to them. Children enjoy the positive encouragement offered to them by the childminder. They play and are cared for in a clean and suitably safe environment with a sufficient amount of play space. The childminder makes use of the garden, in fair weather, to promote some of the children's physical skills. For example, children put on their welly boots independently and play on wheeled toys. The childminder occasionally walks to the railway bridge to watch the trains with the children. However, other activities to promote children's understanding of the world, for example through use of the local community, are limited.

Children enjoy a social snack time all seated together at the kitchen table and they eat a variety of fruit to keep them healthy. They have access to their drinks of water, throughout the morning, which contributes to their growth and development. The childminder follows a hygienic nappy changing routine, to minimise cross infection. Age-appropriate play resources are on offer in boxes on the floor in the lounge, so most children can make some choices in their play and learning. Overall, the indoor and outdoor environment is suitably stimulating and welcoming to promote children's development and growing independence, particularly for the children being cared for, which are all aged less than three years. The childminder ensures they are toilet trained and can manage their own personal needs. For example, a toddler spontaneously uses the potty in the downstairs bathroom. The childminder's long experience of working with children enables her to nurture the personal, social, and emotional aspects of their development above all other areas of development. Children then move on to pre-school, in line with parental wishes, after having grown in confidence, and developed a positive attitude to learning.

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

The childminder does not meet all of the safeguarding and welfare requirements because she has not kept her first aid training up to date; this has a negative impact on children's health and well-being. She has an adequate knowledge of the child protection procedure to follow if she has any concerns regarding children and non-accidental injury. The childminder keeps appropriate records of accidents and is proactive in informing parents of children's well-being. For example, she advises a parent to take a child to the doctor because she has seen early signs of a childhood illness. She has many years experience as a childminder. The childminder conducts risk assessments and keeps children safe while they are in her care by suitable supervision. She regularly checks on sleeping children.

The childminder is not up-to-date with current requirements and therefore has too little understanding of the learning and development requirements. This results in poor

monitoring of children's progress and weak practice in meeting all of the children's learning needs. The childminder has not responded to recommendations raised at her last inspection adequately. For example, she has not gained a copy of the legal framework, to improve her knowledge or attended any training, to update skills and understanding of early years education. Her self-evaluation is weak, because she has not reflected on how she can improve her service, in relation to the Early Years Foundation Stage framework. The childminder builds positive relationships with parents and offers flexible childcare, when space allows. She has clear lines of communication with parents on children's care and well-being. Parents report positively and knowingly of the care being offered. For example, 'superb level of child-care, attentive and nurturing, home from home environment'. However, the childminder is unable to share and talk about all children's learning and development with parents because she has a lack of knowledge of pre-school education.

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 action. 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	114819
Local authority	West Sussex
Inspection number	813479
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	24/09/2009
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, which are usually the childminder's 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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