

Inspection date	17/05/2013
Previous inspection date	18/03/2009

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

- Children's learning and development is compromised because the childminder does not have sufficient knowledge and understanding of the legal requirements.
- Children's progress and learning are not effectively identified, planned for or monitored because observation, assessment and planning are weak. As a result, activities lack challenge and opportunities for individual children to make progress.
- Partnership with parents is not established in relation to learning and development. As a result, information is not shared and children's ongoing learning is not sufficiently supported.
- Children are not fully safeguarded because the childminder does not always keep an accurate record of their names and hours of attendance.
- Monitoring of the provision is poor and self-evaluation is not used effectively to reflect on practice and to overcome weaknesses to improve the provision for children.

It has the following strengths

- Children build a positive bond with the childminder; they are happy and relate to her well.
- Children are respected as the childminder appropriately understands that each child is unique and they develop at different rates.

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 looked at all areas of the premises used by children.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at the childminder's records and discussed self-evaluation.
- 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 observed children at play indoors.

Inspector

Lynne Woods

Full Report

Information about the setting

The childminder was registered in 2005. She lives with her husband and two children aged 11 and 12 years in the Fishwick area of Preston. The whole ground floor of the home and the bathroom on the first floor of the are used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age range. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance
- provide challenging and enjoyable experiences for children in all areas of learning by gaining knowledge and understanding of the learning and development requirements, using robust observation and assessment of children's learning to identify and plan for their next steps, and ensuring that children's progress is assessed regularly to identify any emerging gaps
- establish a two-way exchange of information with parents to support children's learning needs. Provide opportunities for parents to share initial and ongoing information about their child's learning to inform planning. Provide parents with information about children's progress that they can use to support learning at home.

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

- develop information sharing systems to ensure parents are informed about their child's development and provided with the opportunity to contribute to their child's learning.

Inspection judgements

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

Children are not learning effectively and do not make sufficient progress. This is because the childminder has a poor understanding of the educational programmes, how to monitor children's progress and how to identify the next steps in their learning. She does not cover the seven areas of learning or integrate them into activities and daily routines. She does not observe and assess children to identify their progress or their next steps in learning. Therefore, opportunities are not used effectively to plan activities that will assist children to make progress and reach their full potential. As a result, children are not adequately prepared for the transfer to school.

The childminder provides children with opportunities to experience a range of activities, some of which are chosen to follow their individual interests. For example, as they play with the dinosaurs, they look in a book provided to find out the names of the different dinosaurs so they learn that information can be relayed in the form of print. They learn to count by rote and learn about space and measure as they play in the water. Physical skills are developed as the children paint pre-drawn pictures and colour in letters. However, opportunities for them to freely make their own marks and write their name are not freely available. Children are learning to communicate and the childminder sometimes uses appropriate questioning to encourage them to think. However, many activities are adult-led, and children have limited opportunities for free play because of the childminder's lack of understanding of how to plan an appropriate educational programme. Activities for children also generally do not provide enough depth or breadth to give sufficient challenge and are not focused on their particular learning needs.

Parents are not actively encouraged to become involved in their child's learning and development. Parents have insufficient opportunities to share and exchange information relating to starting points in their children's learning and development at the beginning of the placement. As a result, the childminder does not have access to the necessary information needed to enable her to support children's learning. The lack of observational assessment also means that the childminder does not have the knowledge to keep parents informed about their children's progress. Therefore, she does not enable parents to provide continuity in children's learning when they are at home.

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. The childminder uses the settling-in period to secure information from parents about their child's dietary and medical needs, as well children's likes and dislikes. Children behave well and learn the boundaries of the home. For example, they help to tidy up the toys before they have their snack. Children learn to recognise and manage their feelings as the childminder asks them how they are feeling

today and the child selects a sticker that matches this to stick on their chart. However, children do not acquire the habits and characteristics of effective learners because of the gaps in the childminder's knowledge of how to provide an appropriate educational programme. Children learn to keep themselves safe as they are reminded to hold onto the banister when they go up and down stairs. The childminder is suitably vigilant to make sure that they are safe in the home and on outings. Children's well-being is supported as the home is secure and areas used by them are suitably clean and maintained appropriately.

Children learn about healthy living as they plant seeds to grow peas, enjoy healthy snacks of fresh fruit and have the opportunity for daily exercise as they walk to local schools and playgroups and play in the local park, weather permitting. However, the childminder does not fully support children's physical development because she is not aware of their specific learning needs. Children have access to their drinks of water throughout the day, which contributes to their growth and development. A range of resources are available to the children that are developmentally appropriate. The childminder attends local Sure Start groups with the children and borrows additional resources from the toy library. Her experience of working with children enables her to nurture the personal, social, and emotional aspects of their development above all other areas. This helps to build their confidence and provides some support for their transition to other settings.

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

The childminder has not made sufficient progress and has not fully met all the actions and recommendations from her last inspection. The childminder does not meet all of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage because the names and the hours of children's attendance are not always recorded. The childminder conducts risk assessments and keeps children safe while they are in her care by suitable supervision. She has updated some policies in line with the requirements for the Statutory Framework for the Early Years Foundation Stage, for example, the use of mobile phones and cameras within her home. The childminder is familiar with possible indicator signs for abuse and neglect, and is secure in her knowledge of the relevant Local Safeguarding Children Board procedures to follow should she have concerns about a child.

The childminder is not sufficiently secure in her understanding of the learning and development requirements of Statutory Framework for the Early Years Foundation Stage to make sure that children are making progress and their learning is well supported. She has not developed any self-evaluation and does not monitor and evaluate the activities she provides. Therefore, there are weaknesses in the quality of teaching, her own training needs are not identified and children do not make the best possible progress in their learning. Children appropriately benefit from the established, friendly relationships which the childminder has with parents, but she exchanges insufficient information to ensure that their learning needs are met. The childminder does not currently care for children who attend other early years provision but she understands the importance of sharing information to support children's continuity of care.

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:

- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance (compulsory part of the Childcare Register).
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance (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	EY309217
Local authority	Lancashire
Inspection number	820357
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 1
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	18/03/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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