

Inspection date

09/05/2013

Previous inspection date

15/02/2011

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 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 has a lack of knowledge and understanding of the learning and development requirements and no self-evaluation in place to identify such weaknesses. Consequently, there is poor planning of the educational programmes to provide challenging and interesting activities across the seven areas of learning. This means that children are not sufficiently challenged in their learning.
- The observation and assessment of children's learning is weak and as a result children do not make sufficient progress in their learning.
- Partnerships with parents are poor. Significant information relating to children's learning, development and progress both in the childminder's care and at home, is not shared. As a result, children's learning and development is not fully supported.
- The childminder has a weak understanding of her responsibility to implement the progress check at age two. Consequently, children's strengths and any emerging concerns are not identified so that appropriate support can be put in place if needed.

It has the following strengths

- The close relationship the children have with the childminder enables them to feel happy and settled in the setting. Children's personal, social and emotional development is developing appropriately.
- The childminder demonstrates an effective understanding of safeguarding procedures and is proactive in reporting any concerns. This ensures children are protected.

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 children's development books and folders and discussed planning of activities with the childminder.
- The inspector looked at a range of documentation including child records and training certificates.
- The inspector spoke with the children and the childminder at regular intervals throughout the inspection.
- The inspector observed children in the childminder's care and how they relate to her, and discussed how she helps them to settle and behave.

Inspector

Val Thomas

Full Report

Information about the setting

The childminder was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult daughter in a house in Whitchurch, Shropshire. The whole of the ground floor and the rear garden is used for childminding. The family has a cat and a dog as pets. The childminder collects children from the local schools and nursery.

There are currently eight children on roll, four of whom are in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- develop understanding of the learning and development requirements to ensure the educational programme across the seven areas of learning is implemented through planned, purposeful play, taking account of the stage of development of each child in order to provide a challenging and interesting experience for all children
- complete more regular and precise assessments across all areas of learning to understand children's achievements, interests and learning styles. Use this information to identify the next steps in children's learning and to shape learning experiences for each child so that they make good progress
- improve partnerships with parents to promote children's learning and development, for example, by obtaining information about children's starting points in their learning, keeping parents up-to-date with their child's progress and guiding parents as to how they can best support their child's learning at home
- develop understanding of the assessment requirement to implement the progress check at age two. Review children's progress when they reach the required age and provide parents with a summary of their child's development in the prime areas so that any areas where the child's progress is less than expected, are identified and addressed.

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

- improve self-evaluation to accurately identify strengths and weaknesses so that there is a clear and successful improvement plan that overcomes the weaknesses and significantly improves children's achievements over time.

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

The childminder has a weak understanding of the learning and development requirements. The activities provided by the childminder do not effectively cover all seven areas of learning and there is limited challenge for children. As a result, children's progress is not effectively supported and they do not gain a sufficient range of skills to support their readiness for school. The childminder sets toys out that are based on the children's interests but she is unaware of the next steps of learning for individual children. This means that attention is more focussed on children's personal, social and emotional development and developing language skills. Consequently, children's progress across

most areas is restricted. Assessment systems are in place, although these are not fully effective in helping the childminder to plan age-appropriate activities. Observations are made too infrequently and the childminder does not take account of the characteristics of learning and actually assess what the children are learning and the progress they are making. As a result there are significant gaps in children's learning in areas such as mathematics, understanding the world, literacy and expressive arts and design. The childminder shows no awareness of the requirement to implement a progress check for children aged two years. Therefore, there are no arrangements in place to complete this for children in her care of this age. This does not ensure that parents are aware of their children's progress at this stage and does not help to ensure that early and effective support is put in place where progress is identified as being less than expected.

There is adequate information sharing on children's care needs to help children settle in to the setting. However, the childminder does not discuss children's learning needs when they first start at the setting to establish where they may need support and therefore, the childminder cannot build on what a child already knows. The childminder informs parents of what children like to play with and parents use this information to buy birthday presents for their children. However, the childminder is not proactive in sharing ongoing information about children's progress across the seven areas of learning to help parents support their child's learning at home.

Children show some interest in the play environment. They are happy to play independently with the toys that are set out in the corner of the room. Older children spend time building with the blocks to make an enclosure for the animals and the childminder encourages simple counting skills when playing with the horses. However, this is not extended to encourage comparing sets of animals, to enhance and challenge learning further. Language is encouraged well and the childminder makes sure she gives children time to answer questions. Consequently, older children are able to hold a conversation and confidently explain about the animals they have at their home. Children express an interest in gluing and sticking and the childminder responds appropriately. Children concentrate well as they choose the different sized balls to make an animal and the childminder demonstrates how to use the glue. However, the childminder does not always allow children to work out how to achieve tasks by themselves and express their own creativity. This is because she has a poor understanding of how to shape learning experiences for each child so that they make good progress. There is an adequate range of resources which are changed by the childminder on a regular basis. There are some books in a box which children can access and a number of toys for children to develop their imagination with. Paint and craft materials are available although there is no sand or water and other media for children to explore. Children develop their physical skills through playing in the large garden outside with balls and use larger equipment, such as slides and swings at the local park.

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

Children are happy and settled in the setting and enjoy a close relationship with the childminder. They benefit well from the clear routines implemented. This helps them to feel secure and they soon relax in the presence of visitors to the setting. The childminder

gathers appropriate information from parents to ensure she can meet the child's care needs effectively. The home offers a welcoming and safe environment and children's independence is developing well in relation to their care needs. They are able to select resources from those set out and they can easily access their own bags. For instance, younger children get their nappy from their bag so that they can have their nappy changed and find their own bean bag when they are ready for a sleep.

Behaviour is managed appropriately and the childminder is proactive in praising children for their efforts, telling a child he has made a 'brilliant' effort. This encourages children to continue to engage in an activity. Clear boundaries are set and children know they should not climb on the chairs. At lunch time they sit well at the table until they have finished their lunch. Children play well together and share the toys as they play with the dolls, engaging in imaginative play together.

Children's health and safety is promoted effectively. The safeguarding and welfare requirements are met and the childminder gathers all necessary information from parents in relation to their care needs. The childminder works in partnership with parents, discussing healthy lunch boxes and ensures the children eat the healthy foods first. Clear hygiene routines are implemented throughout the day. There are appropriate opportunities for children to play outside in the fresh air, and the large garden at the rear of the house provides opportunities for children to learn about growing vegetables, such as courgettes and green beans. This helps children to understand where food comes from and supports their physical health and well-being. The childminder has developed links with the local school that some of the children will attend. In order to enable a smooth transition the childminder liaises about the documentation used to assess children's learning and plans to be involved in supporting children with settling-in visits.

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

The childminder has a poor understanding of her responsibility in meeting the learning and development requirements and has not kept up to date with all of the changes in the revised Early Years Foundation Stage. Although children's personal, social and emotional development is promoted appropriately, there are other areas of learning where children are not sufficiently challenged to reach their full potential because of the lack of planned activities to meet their individual learning needs. Evaluation of practice is minimal and the childminder has not identified any improvements that she needs to make even though there are some aspects of her practice that require significant improvement.

The childminder has many years' experience of childminding and implements appropriate policies and procedures that promote the safeguarding and welfare of children. These are shared with parents to ensure that they are aware of the service provided. She has a clear safeguarding policy and is proactive in taking action to report any concerns she has about the children in her care. Changes have recently been made to the policy to ensure it meets the Local Safeguarding Children Board procedures and the childminder has clear rules about the use of mobile phones and cameras in the setting. Medication and accident procedures are fully understood and implemented. Consequently, children are

appropriately safeguarded. For those children who attend other settings as well as the childminder's, information sharing is sound. The childminder talks to parents about how the child is settling-in and how the child can be supported, in order to promote continuity between settings.

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 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	223719
Local authority	Shropshire
Inspection number	876395
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15/02/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

