

**Inspection date**

16/04/2013

Previous inspection date

24/03/2011

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

**This inspection:**

4

Previous inspection:

2

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**

- Assessment of children's progress is not sufficiently developed to consistently plan for children's next steps and provide appropriate challenge.
- The progress check at age two does not accurately reflect children's stage of development and involve parental/carers input to ensure appropriate support.
- Partnerships with other settings have not been developed to promote consistency of support for children's learning and development.
- Self-evaluation is ineffective in reviewing practice to identify areas for improvement for children. An action at the last inspection to maintain records of children's hours of attendance has not been monitored to ensure it is addressed.
- On occasion, children are not given sufficient time to think and respond to questions to support their critical thinking.

**It has the following strengths**

- Children are well-settled, confident and independent and are comfortable to play without adult intervention for long periods of time.
- Children behave very well, they are caring and considerate to each other and have a good relationship with others in the setting.

## 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 activities in the playroom and observed the childminder.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at children's learning records.

## Inspector

Justine Ellaway

## **Full Report**

### **Information about the setting**

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 and 12 years in a house in Derby. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding.

The childminder attends stay and play sessions in the local community. She collects children from the local school.

There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 6.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

ensure that a daily record of the names of the children being cared for on the premises and their hours of attendance is maintained and retained to ensure that children are safeguarded, and that this is available for inspection

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

- improve the use of assessment by responding to day-to-day observations about children's progress and shaping learning experiences for each child reflecting these observations, in partnership with parents and/or carers
- ensure that the progress check at age two enables appropriate support for children by: accurately reflecting the development level of the child and areas in which additional support might be needed; discussing with parents and carers to support learning at home; providing a short written summary for parents and carers
- enable a regular two-way flow of information between providers if a child is attending more than one setting to promote consistency of support in children's learning and development.

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

- develop further the use of questioning to consistently allow children time to think and respond and develop their critical thinking
- develop self-evaluation to review practice and identify strengths and weaknesses to improve the care offered to children.

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

The childminder has not yet developed her assessment sufficiently to fully support children's progress. She does not always use her assessment information to consistently tailor activities to support their next steps and provide appropriate challenge. In addition, although the childminder has prepared the progress check at age two, this does not accurately reflect children's stage of development and any concerns. She has yet to share this information with parents and carers and provide them the written summary to ensure

appropriate support is agreed.

Nevertheless, she provides a range of activities to cover the areas of learning. The childminder engages children in activities with her enthusiasm and positivity. She is careful to ensure that all children receive equal attention. This supports their engagement and motivation. She is effective at providing clear and relevant introductions to activities. The childminder asks some relevant open-ended questions, however, on occasion, she does not give children sufficient time to think and respond to support their critical thinking. There are a wide range of well-organised and accessible toys and resources. Children enjoy choosing what they are going to play with. The childminder focuses on their independence and social skills in order to prepare them for their future learning.

Children enjoy a colouring activity where they participate at their own level. Younger children hold a crayon with one hand confidently to make marks on the paper showing an interest in what they are doing. Older children do their own drawings and describe what they have done. They also carefully colour in, taking time to select the correct colours for different aspects of the drawing. All children sustain their engagement for a long period of time. Children enjoy doing puzzles and in this activity the childminder challenges them by providing more complex puzzles. Younger children attempt to do an inset puzzle, grasping the pieces developing their physical skills. Older children play with puzzles with shapes and numbers and can recognise a range of shapes and are beginning to recognise but numbers relate to the amount of objects. Children develop their communication skills as they talk to each other during play. The childminder sensitively encourages and repeats words to support the correct pronunciation.

Parents and carers are provided with appropriate information about what their child has been doing in a daily diary. The childminder gathers relevant information about the child's likes and dislikes. She does share some information about children's development, and this includes where she has concerns. However this is not fully developed to ensure that information is shared about children's progress in all areas of learning. The childminder is not currently gathering contributions from parents and carers in a consistent way.

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

The childminder gathers suitable information from parents to meet children's care needs. However, she is less successful in sharing information about their learning and development, for example, the progress check at age two. Children's needs and routines are suitably considered and met during the day. The childminder takes minded children to a range of social activities within the community to support their emotional well-being. However, she has not yet established how she will support children's transitions.

Nevertheless, children are happy, settled and comfortable in the environment. They have positive relationships with each other and the childminder. They are able to play together without adult intervention for a long period of time. The childminder has established clear routines and expectations. As a result, children behave very well. They listen carefully when they are given any instructions. They are very caring and considerate of each other. For example when two older children are dressing-up, they select resources for a younger

child to join in.

Children have a sound understanding of how to keep themselves safe. They tidy away toys and resources before they get others out to prevent any tripping hazards. They understand and assist with getting their booster seats with harnesses to ensure they can sit safely at the table at mealtimes. A child recognises that her chair is facing the wrong way and when she tries to sit on it, it moves slightly. She adjusts it and says 'I'm turning my chair around 'cause it's not good.' They know they are not allowed to go into the kitchen on their own. However, this gives a false sense of security as children's safety is potentially compromised as their hours of attendance are not recorded. Children talk about the healthiness of meals which includes a wide range of vegetables. The childminder encourages all children to try a variety of vegetables and makes this into a game if this is proving difficult. She has much success in expanding the range of vegetables children will eat, even for those children who did not eat any at all before. Children's understanding of healthy lifestyles is supported by daily access to fresh air and exercise.

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

The childminder does not have sufficient knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. This inspection was brought forward by Ofsted because concerns were raised relating to several aspects of the provision. The childminder is not maintaining a record of children's hours of attendance. This is a legal requirement and was an action at her last inspection which has not been addressed. This also means that a legal requirement of both parts of the Childcare Register is not met. The childminder has a suitable awareness of how to keep children safe with regards to child protection issues and concerns. She knows what procedure she would follow if she had any concerns about a minded child. The environment is safe and all risks and hazards are minimised. A stair gate restricts children's access to the kitchen. Children inform the childminder that they are going to the toilet so that she can offer support if needed and ensure they are safe.

The childminder has not sufficiently considered how to share information with other settings that children attend. The childminder's assessment does not currently ensure that monitoring of children's progress is robust. Her evaluation of her own practice has not been sufficiently developed. She undertakes an audit of her toys and resources but does not review other areas of her practice on a regular basis. This means that she does not identify strengths and weaknesses within her setting to improve the care offered to children. Nor does she fully monitor the implementation of actions and recommendations set at previous inspections. The childminder is proactive in ensuring that mandatory training is updated within good time.

### **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:**

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept).

## 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

<b>Unique reference number</b>	306845
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	908792
<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>	5
<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, 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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