

Inspection date	05/06/2013
Previous inspection date	14/12/2009

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 does not have a sufficient knowledge of the Early Years Foundation Stage. This means that she does not plan effectively to ensure that activities cover the seven areas of learning and educational programmes in sufficient depth. Therefore, planning and assessment do not effectively support children's learning, development and progress.
- The childminder does not have effective systems in place to carry out the progress check at age two, so that a written summary can be provided for parents.
- Observations are not analysed effectively to help the childminder track children's progress to assess if they are showing typical development for their age.
- The childminder does not fully support children's welfare as her first aid certificate and public liability insurance has expired.
- Self-evaluation is not fully established to take note of parents and children's views or to identify clear targets and priorities for improvement, in order to ensure that the provision continually improves.

It has the following strengths

- The childminder is longstanding and dedicated and she is a popular choice with parents, who often send younger siblings to the setting.
- Children are settled and happy and have good relationships with the childminder as she is competent in her approach. This means children feel safe and secure.

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 held discussions with the childminder at appropriate times throughout the inspection and spoke to children.
- The inspector observed activities in the main room and viewed the premises and garden.
- The inspector viewed a sample of documentation including, the observation diary, information on the noticeboard, policy list and risk assessments.

Inspector
Shirley Peart

Full Report

Information about the setting

The childminder was registered in 1995. She is registered 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 Bedlington, Northumberland. The whole of the ground floor, a bathroom on the first floor and the front garden are used for childminding.

The childminder visits the shops and park on a regular basis. She collects children from the local school. There are currently four children on roll, two of whom are in the early years age group and attend on a part-time basis. 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:

- become familiar with the revised Statutory Framework for the Early Years Foundation Stage and use this in practice to provide challenging experiences across the seven areas of learning for children, by using observation and assessment of children's achievements to identify and plan for their next steps in learning
- devise and implement a process for completing the progress check at age two, so that a review of children's development in the prime areas of learning can take place, and ensure a short written summary of this is provided for parents
- ensure valid public liability insurance is carried at all times
- complete a local authority approved paediatric first aid training course
- monitor children's progress to ensure they are reaching expected levels of development for their age by using appropriate guidance, such as 'Development matters in the Early Years Foundation Stage'.

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

- develop effective methods for reviewing and assessing the quality of practice, which takes account of the views of parents and children, so that areas for improvement are identified and action is taken to ensure changes are successfully put in place.

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

The childminder is not sufficiently familiar with the changes to the Statutory Framework for the Early Years Foundation Stage requirements, therefore, she does not have a sound knowledge of the learning and development requirements. This impacts on the way in which she plans activities, as she does not purposefully plan in-line with the documentation to cover the prime and specific areas of learning. For example, she does not refer to 'Development matters in the Early Years Foundation Stage' guidance. This means that she does not consistently monitor children's progress to ensure that they are reaching expected levels of development across the seven areas of learning. This impacts on how effectively she is able to plan challenging experiences for them and fully assess their progress.

The childminder has an appropriate knowledge of children's interests and a general awareness of where they should be, in relation to their age and stage of development, however, this is not sufficient to ensure children are developing appropriately. The childminder ensures that she puts out equipment and toys that interest children and she supports them through play. She follows an appropriate routine with the children, which includes visits to the park, playing in the home with relevant toys, art/craft activities and they take part in outings during school holidays. The childminder writes down monthly observations regarding children's care and what they do and achieve.

Some aspects of practice are sound and children enjoy their time with the childminder. They play happily on the floor with a suitable range of small world toys, such as cars and fire engines, which keep them fully occupied. They fit the connecting train together by themselves and move it around. They operate simple electronic toys independently and show a keen interest in books. They tell the childminder the story as they look at pictures and she is appropriately involved in their play. She asks them open-ended questions that make them think and respond and she shows a genuine interest in what they say and do. For example, they talk about how the fire men climb up the ladder and she shares stories with them as they chat about what is happening. This promotes children's communication, language and social skills.

The childminder finds out from parents what their children's interests are and what they already know and can do, so that she has a basic knowledge of their starting points. She helps children to be prepared for the next stage in learning, in agreement with the parents. For example, they decide together when they will work on letter sounds, number, shape and colour recognition. Children play fun games such as 'I spy.' This encourages them to think about how sounds and letters are linked and supports their language and literacy development appropriately. The childminder has devised simple word cards, which also help children to recognise the letters in their name when they are ready. The childminder talks to parents regularly about their children's achievements. They often draw on her experience and seek her advice and guidance if they have any worries about their child's development or learning. She regularly keeps parents informed and reassured, which means that they work together to support children's learning.

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

The childminder's first aid certificate and public liability insurance have expired recently. As a result, she has no up-to-date first aid training to enable her to deal with minor or serious illness, injury or accidents, and no insurance to cover any claims resulting from accidents or injuries. This has the potential to have a serious impact on children's well-being and safety. Nevertheless, children play in a very clean, warm, and welcoming environment, where they are treated as part of the family. Toys and equipment are varied, bright, age appropriate and easily accessible, which enables children to self-select what they want to play with.

The children get sufficient fresh air and physical exercise to promote their good health. They often visit the park to play on equipment, use the front garden to water the plants or

play with relevant outdoor toys, such as practising with skipping ropes. During holidays they also visit soft play centres. The childminder provides a healthy varied diet for the children, with a mix of fresh fruit, oven cooked food, yoghurts and freshly made dinners. The childminder regularly practises the fire drill with children and she uses relevant child safety equipment, to ensure that children learn safe boundaries. The childminder understands how important it is for children to have their comfort items when they need them, which supports their personal and emotional needs.

The childminder is caring and responsive and she has good relationships with children. This means that they settle in quickly and cope well with the transition from home to her setting. She supports their care needs well, leading them to independence and to be ready for the transition to nursery. For example, she demonstrates how she supports children with their care routines, such as becoming fully toilet trained and growing out of needing to have their afternoon naps. Children approach her easily to make their needs known and their behaviour is good. The strategies she uses to manage any unwanted behaviour are consistent and fair, which helps children to learn to take turns and be kind to one another. As many of the children have attended since they were babies, she regularly discusses changing routines, such as nap times and diet with the parents. This means that continuity of care is in place to support children's care needs appropriately.

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

The childminder has an insufficient knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She does not have access to the revised documents, which makes it difficult for her to meet some of the welfare and learning and development requirements. She does not hold an up-to-date first aid certificate and her public liability insurance has expired. She does not monitor the activities across the prime and specific areas of learning. She is also not aware of the requirement to complete the progress check between the ages of two to three years, to help her identify any gaps in children's development. Consequently, several legal requirements relating to the Early Years Foundation Stage and the Childcare Register are not met and some aspects of children's safety and learning are not adequately supported.

The childminder has addressed most of the actions and recommendations from the last inspection, which has improved some safety aspects for the children. She has devised good risk assessments for outings and the home and has a suitable knowledge of child protection. She now has the relevant safeguarding documentation in place and is clear about what to do if she has concerns about a child's care, well-being or safety. The childminder does not regularly self-evaluate or review what she does well and what she would like to improve. She does not seek the views of parents and children to support her in this process. Therefore, there are no clear improvement plans to prioritise areas for development to continually raise the quality of the provision for the children.

The childminder is long-standing and dedicated to the children that she cares for. Parents of older siblings often send their younger children to her as they like the home-from-home

atmosphere. Some of the older children have been with her since they were babies, which demonstrates that parents are happy. She passes on verbal information on a daily basis regarding children's care, development and learning. She works well with parents to support their children in the next stage of their development; for example, helping the children with toilet training and in preparation for nursery.

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:

- ensure that an appropriate first aid qualification is held (compulsory part of the Childcare Register)
- obtain public liability insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss. (compulsory part of the Childcare Register)
- ensure that an appropriate first aid qualification is held (voluntary part of the Childcare Register)
- obtain public liability insurance in respect of liability which may be incurred for death, injury, public liability, damage or other loss. (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	403040
Local authority	Northumberland
Inspection number	819270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14/12/2009
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

