

Inspection date	08/03/2013
Previous inspection date	10/02/2009

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 maintain records of the hours of children's attendance. This means she has not met a legal requirement to clearly show the days and times that children have been in her care.
- The childminder does not complete the required progress check for children aged two, consequently, parents do not have a clear picture of their child's development.
- The childminder does not gather information at induction relating to children's developmental starting points, so that their progress can be effectively monitored.
- Observation and assessments are not used effectively to identify the next steps in children's learning and development; as a result, children do not make best progress.
- The childminder has not used self-evaluation to review and improve her practice, or gained the views of parents and children to help her with this process.

It has the following strengths

- Children relate well to the childminder who displays a kind and caring nature. This helps children to feel happy and secure.
- Children are gaining confidence in using language because they share conversations with the childminder as they play.
- Children enjoy exercise and fresh air during regular walks, which promotes their well-being and physical development.

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 the childminder engage children in a range of indoor learning activities, play and daily care routines.
- The inspector looked at a range of documentation relating to children, including planning and a selection of policies and procedures.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

Inspector

Tina Smith

Full Report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with one grown up son in a house in the city of Hereford. The whole of the ground floor, the bathroom on the first floor and the rear garden is used for childminding. The family has a pet dog.

The childminder attends a number of toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- keep a daily record of the names of the children being cared for on the premises and their hours of attendance
- improve children's learning and development by: establishing children's starting points, assessing each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan challenging next steps in learning for each child
- ensure that parents are provided with a short written summary of their child's development in the prime areas when they are aged between two and three years, identifying the child's strengths, and any areas where the child's progress is less than expected.

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

- use self-evaluation to drive improvement by using the views of parents and children to help clearly identify the strengths and areas for development that will raise the levels of children's achievements and the overall quality of practice.

Inspection judgements

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

The childminder has a limited understanding of the Early Years Foundation Stage framework and how to promote the learning and development of children. There are weaknesses in how children's progress is assessed, and a legal requirement to carry out a progress check on children aged two, and share a written summary of this with their parents, has not been met. As a result, children are not making as much progress as they can. Nevertheless, the childminder is aware that children learn through play and provides a range of appropriate learning experiences which are varied and promote most areas of learning. For example, young children are able to explore using a selection of push button toys. They press various shaped buttons, giggling and wriggling with delight as music starts to play. An older child engages in imaginary play using a selection of resources to bake 'crusty pies', measuring and stirring the mixture until she thinks it is ready to go in the oven. The childminder plays alongside the children, taking care to use encouraging and clear language and asking questions in order to support their play.

The childminder observes and assesses the children she cares for; she knows the children well and has close relationships with their parents. She is aware of what the children enjoy and she provides resources and activities accordingly. She gathers some information from parents about children's needs when they first start with her, such as their medical history, family background and their normal routines regarding eating and sleeping. This ensures children's care needs are met. However, the childminder does not gather information from parents about what their child can already do, and this prevents the childminder from having a clear understanding of the child's developmental starting point so that she can monitor their progress effectively. The childminder carries out some observations and assessments of children's learning, however, these lack sufficient depth and accuracy to clearly identify what children need to learn next. This means the level of progress that children make cannot be effectively tracked and clear information is not available in order to make sure that learning activities and the support provided to children will help them to make the best progress possible. The childminder is unaware of the required review of each child's progress that must be completed when a child is aged between two and three. As a result, parents of children aged two have not been provided with a short written summary of their child's development in the prime areas of learning in accordance with requirements. This means that the monitoring of young children's developmental progress is not fully effective and their strengths and any areas where the child's progress is less than expected are not fully identified.

Some aspects of the childminder's practice are sound. Children are developing positive language skills because they enjoy talking to the childminder throughout the day about what they are doing and what they do at home. For example, during story time a child makes links to her home life by proudly declaring 'I've got a cat like that at home'. The childminder builds on this by making sounds, such as 'meeow and purr', so that the youngest children begin to match sounds to animals and enjoy the experience of sharing what they know and linking it to stories from books. Early writing skills are developed as children make marks and draw using pencils and pens, and they use numbers throughout

the day. For example, children are encouraged to count the bricks as they build big and little towers. Children's physical development is encouraged both indoors and out. They regularly visit the park where they explore and investigate collecting interesting objects, such as leaves, cones and twigs. They often attend local playgroups where they have access to resources, such as soft play equipment, large ride-on toys and creative materials. These experiences help children to learn to be sociable with others and to begin to understand about their local community. The childminder has sound partnerships with parents and spends time at the end of the day discussing with them what their child has done, and their care needs and routines.

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

Overall, children are happy and settled with the childminder. However, important records about their attendance have not been maintained and this impacts on children's welfare and well-being. There is a lack of secure knowledge about how to assess young children's development, particularly for those children aged between two and three years, and this impacts on how well children can progress in the basic skills they need for their future learning. Nevertheless, the childminder is warm and caring and children enjoy a close relationship with her. For example, children often climb on her lap for a cuddle and reassurance. Activities are easily accessible to the children and they freely choose resources they want to play with. Children respond appropriately to the boundaries that are set and are learning to take responsibility for their actions. The childminder is calm and considerate and is a good role model so that children are learning by her example. The childminder gives frequent praise and encouragement which promotes children's confidence and self-esteem.

Children are encouraged to develop healthy lifestyles because the childminder follows appropriate hygiene procedures and practice which meet the children's physical, nutritional and healthcare needs. Children are encouraged to wash their hands before snack and lunch. Very young children use wet wipes so that they can clean their hands and this helps to develop their self-help skills. Parents provide their children with all daily snacks, meals and drinks. The childminder encourages an understanding of healthy eating by urging parents to swap chocolate and crisps for fruit and yoghurt. Babies and young children are encouraged to feed themselves and good table manners are taught from an early age.

Children are developing their understanding of the world through regular visits to places of interest in the local community. They regularly attend a number of playgroups where the children access resources which the childminder does not have in her home. Children have the opportunity for daily outdoor play which encourages an understanding about how fresh air and exercise contributes to a healthy lifestyle. They enjoy being active both indoors and outdoors, for example, taking daily walks and playing running and jumping with the childminder indoors.

Some children attend the local nursery and the childminder is aware of the benefits of sharing information. She does this by having professional discussions with the nursery

provider, as well as completing a two-way diary to help support those children who attend more than one setting.

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

The childminder does not have an adequate knowledge and understanding of both the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, some legal requirements have not been met. For example, the childminder has not kept daily records of the hours that children attend. This is necessary in order to fully protect children's welfare and is a requirement of the Early Years Register and both parts of the Childcare Register. In addition, she has not carried out the required assessment processes relating to checking the progress of those children aged two, and sharing this information with their parents. Although, the childminder is aware that children learn through play and provides a range of varied and appropriate learning experiences, she has not developed her knowledge effectively to ensure that children are fully supported in all areas of their learning and development. Observations and assessments are not effective in gaining an accurate understanding of children's abilities and starting points. Consequently, educational programmes are not adequately implemented to support individual children in making as much progress as they can.

Some aspects of children's welfare are suitably promoted. The childminder has completed child protection training and has a sound understanding of child protection issues. She is able to describe what action to take to refer any concerns to the appropriate agencies, and there is a clear written safeguarding policy to support her practice. Children are protected in the event of having an accident or being ill because the childminder holds a current first aid certificate.

The childminder is an experienced and caring practitioner who is attentive to children's care needs. She has clear aims and intentions to offer children positive experiences whilst they are in her care. However, she has not looked critically at the service she provides and has not used the views of parents or children to help her identify and clearly target improvements that will benefit the children and raise the overall quality of her practice. As a result, she has overlooked a number of areas of weakness, including developing her knowledge and understanding of Early Years Foundation Stage requirements. The childminder has professional links with the local nursery; this enables children to have continuity of care and a smooth transition from one setting to another. Parents' comments are positive and highlight the strong relationship their children develop with the childminder.

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) (compulsory part of the Childcare Register).
- take action as specified above (Records to be kept) (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	223442
Local authority	Herefordshire
Inspection number	818238
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	10/02/2009
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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