

Inspection date	30/08/2013
Previous inspection date	30/05/2012

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

- Systems for identifying children's starting points and, subsequently, tracking their learning and development are not sufficiently developed. Purposeful, age appropriate activities are not planned to cover the seven areas of learning so children are not engaged in active play and do not make progress.
- Effective strategies to actively engage parents in their children's learning at home and in the setting have not been fully explored to promote children's learning.
- Children are not fully safeguarded because the childminder does not conduct risk assessments that are effective in identifying potential hazards; she does not ensure that she has a Disclosure and Barring Service check for her assistant and she does not understand all procedures to protect children.
- The childminder does not obtain written permission from parents to leave children with an assistant for two hours or more in a single day, or to cover for annual holidays. This has an impact on their safety.
- Systems for self-evaluation have not been implemented to identify current strengths and weaknesses to benefit children.

It has the following strengths

- Children visit the local park and supermarket, which supports their well-being and good health by providing exercise.

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 a meeting with the childminder.
- The inspector sampled the childminder's documentation and the child's learning records.
- The inspector viewed the areas of the premise and garden used for childminding.
- The inspector observed lunchtime and activities in the indoors and outdoors.

Inspector

Jane Tucker

Full Report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult daughter in a semi-detached house in a suburb of Sheffield. The childminder works with an assistant. The whole of the ground floor, the upstairs bathroom and the rear garden are used for childminding. The family has a pet cat.

The childminder attends a toddler group several times a week. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There is currently one child on roll in the early years age group who attends for a variety of sessions. She operates all year round from 7.30am 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:

- observe children to evidence their starting points, interests and learning styles. Shape purposeful, age appropriate learning experiences for each child to cover the seven areas of learning, ensuring children are engaged in active play
- involve parents in their children's learning by improving the exchange of information on entry and during placement, encouraging them to share their views to maximise their children's learning potential
- ensure that all necessary measures are taken to minimise any identified risks to keep children safe
- obtain an enhanced Disclosure and Barring Service check to ensure that assistants are suitable to work with children so they are kept safe
- ensure there is a good understanding of the procedures to follow for child protection, in particular where there is an allegation against the childminder and the use of mobile phones and cameras
- ensure that parental permission is obtained if children are left in the care of an assistant for short periods of time to ensure parents understand how their child is cared for
- implement a robust self-evaluation process to drive improvement in all areas of the setting, and put in place strategies to overcome weaknesses that have been highlighted as a result of this process.

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

The childminder has too little understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The childminder's interaction with children is limited and there are inconsistencies in her practice. There is a poor understanding of the prime and specific areas of learning, which results in weak practice and lack of progress in children's learning.

The childminder does not routinely record observations in order to evidence children's starting points and track progress. Educational programmes do not adequately cover the seven areas of learning and the childminder does not plan a suitable range of purposeful

activities, which are age appropriate and challenge children. Consequently, children demonstrate a lack of enthusiasm for learning and are not fully engaged in active play. For example, the childminder connects a small road track for a child. The child pushes a car around the track twice. The childminder does not stimulate the child's interest through shared attention and she does not allow the child to seek challenge by attempting to put the track together himself. This means that the child does not make effective progress in developing early mathematics skills, such as fitting shapes into spaces. This also minimises opportunities to gain some of the necessary skills to prepare him for school.

The childminder does not have high expectations of children and, accordingly, children in her care do not have the opportunity to show what they can do and achieve. For example, during outdoor play the childminder asks a series of closed questions about a walk, which the children go on to feed a horse. Some children choose not to answer and are not motivated to engage in this conversation. Planning for the use of open-ended questions is not evident. This means that children do not have the opportunity to think freely and express themselves effectively using extended language.

Indoors and outdoors, children use an environment with limited accessible resources. It was evident that careful consideration has not been given to how resources may be deployed effectively and arranged in order to maximise learning for children. For example, a storage cupboard is stacked high with resources, which the children have to ask the childminder to access. Consequently, opportunities for high quality play and exploration in depth across all areas of the curriculum are limited. This also minimises opportunities for children to become increasingly independent.

The childminder has established adequate relationships with parents and there is some sharing of information. However, parents do not contribute to children's initial assessment on entry and there is more focus on care routines than learning and development. The childminder does not ensure that effective targeted strategies are used to engage parents in their children's learning in the setting or at home to maximise their knowledge.

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

The childminder does not ensure that all children's learning and care is tailored to meet their individual needs. Consequently, some children fail to form secure attachments with her. The indoor environment is not fully safe because the childminder leaves electrical equipment, such as irons and hair products that she has used the night before, on work surfaces, which children can access. Cooking utensils with glass lids are left on cooker hobs and children can freely access medicine, which is stored in the refrigerator. This means risk assessments are not carried out and this compromises children's safety as they do not learn to protect themselves.

Children have access to the outdoor area, which is currently a small tarmacked space to the side of the property. Activities outside are limited and relate mainly to the use of wheeled toys. Resources are of poor quality and some equipment is not fit for purpose or

safe for children to use. For example, the roof of the children's play house is cracked and a sharp piece of plastic is protruding into the house, which could cause serious harm to children. The childminder does not plan for outdoor play, therefore, children miss daily opportunities to develop balance, body and spatial awareness. However, the childminder does provide some opportunities to promote health and well-being because she takes children on walks to the local supermarket and the local park. Children's levels of well-being and involvement are not monitored. Consequently, children's individual needs and their learning and development requirements are not met. For example, a child did not engage in any free play activity for long periods of time and the childminder did not use a variety of questions to explore his communication and language skills.

Children bring lunch from home or buy lunch packs from the local supermarket, which contain a sandwich, fresh fruit, yoghurt, cake and raisins. Children enjoy their lunch together with their friends. Children's behaviour is not managed consistently as some children are not engaged in activities, this contributes more than occasionally to reduced learning and an environment that puts themselves and others at risk. There are appropriate systems in place to share information with parents and some contact has been made with the local feeder schools that the children attend to support transition.

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

The childminder has too little understanding of the safeguarding and welfare requirements and, as a result, there are several breaches on both registers that have an impact on the safety and well-being of children. For example, the childminder does not have the required Disclosure and Barring Service check in place for her assistant. Her understanding of the procedures to follow in the event of an allegation being made against her is limited. Parents are not informed of the procedures in relation to the use of mobile phones and cameras in the setting in order to protect children. Also, parental permission has not been obtained to leave children with an assistant for two hours or more in a single day, or to cover for annual holidays. The childminder does not ensure that the environment and equipment are always fit for purpose. This is because she does not carry out risk assessments, which identify potential hazards both inside and outdoors. Consequently, effective practices to ensure children's safety are not implemented.

The childminder has a visitor signing in book so records can be kept of all visitors to the premises. Gates and doors are kept locked to ensure children cannot access them freely and keep them safe from harm. Emergency evacuation procedures are in place and the childminder has several written policies and procedures, including no smoking, health and safety and equal opportunities. These are reviewed annually or when required. The childminder holds a current paediatric first aid certificate, which supports her understanding of dealing with minor injuries.

The childminder demonstrates too little understanding of her overall responsibility to deliver the learning and development requirements of the Early Years Foundation Stage. As a result, there is currently no effective monitoring of children's progress. Consequently,

a revision of the educational programmes does not take place to ensure, children have enough challenge and to reflect their individual needs and aptitudes. The childminder does not provide interesting activities, which cover the seven areas of learning and encourage children's motivation to learn.

There is currently no process in place to evaluate the service which the childminder provides to children and parents. Therefore, there are no identified strengths or weaknesses in order to drive improvement and develop the service for children. There are some links with the local schools and relationships with parents are well established to support some continuity for children.

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 all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that assistants are suitable to be in contact with children and obtain an enhanced Disclosure and Barring Service check in respect of that person (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that assistants are suitable to be in contact with children and obtain an enhanced Disclosure and Barring Service check in respect of that person (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	300524
Local authority	Sheffield
Inspection number	818609
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	30/05/2012
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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