

Inspection date	01/10/2013
Previous inspection date	28/03/2011

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

- The childminder regularly minds more young children than she is registered for. She does not always record children's hours of attendance in the register. As a result, children's safety and well-being cannot be assured.
- The needs of babies and toddlers are not met effectively as the childminder focuses her attention on pre-school children. This means that the youngest children are not being supported to make good progress in their learning.
- The childminder does not regularly evaluate children's learning and does not plan for their next steps. She does not summarise their progress in order to identify any gaps in their development and so does not help children to make the best possible progress.
- Children have few opportunities to become independent as the environment is disorganised and not all resources are readily accessible and younger children are not encouraged to feed themselves.
- Parents are not encouraged to contribute to an assessment of their child's learning on entry or on an ongoing basis. They are not asked for their views of the setting to help the childminder evaluate her service so the required improvements can be made.

It has the following strengths

- The childminder takes children to interesting places, such as the zoo, farm and the park. This helps children learn about the wider world.

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 engaging with children.
- The inspector checked all the areas of the house used for childminding and examined risk assessments.
- The inspector examined a range of documents, including children's learning records, enrolment forms, insurance and training certificates.
- The inspector engaged with children at appropriate intervals and discussed a range of subjects pertaining to her practice, with the childminder.

Inspector

Valerie Aspinall

Full Report

Information about the setting

The childminder was registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register in 1996. She lives with her husband and two adult children in a residential area on the outskirts of Preston. The whole of the ground floor of the childminder's home and the rear garden are used for childminding purposes, except for the bedrooms. The family has a pet cat.

The childminder attends local toddler groups and visits parks and play areas on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, four of whom are in the early years age group and 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 supports children with special educational needs and/or disabilities. The childminder 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:

- ensure that the ratio requirements are met at all times to ensure children's safety and well-being are effectively promoted
- provide challenging and enjoyable experiences for children in all areas of learning by: using robust observation and assessment of children's learning to identify their next steps and planning for individual children, taking account of their needs and the next steps in their learning
- ensure that all children on roll are accounted for in the daily register and that the hours that they attend are recorded
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views regarding their child's learning and development at home. Provide opportunities for parents to contribute to initial starting points
- ensure that the individual needs of all children are met through warm, positive interaction. Specifically, ensure the needs of babies and toddlers are met effectively and positive and age-appropriate methods are used to manage children's behaviour
- ensure that children have opportunities to develop age-appropriate independence skills by; organising the environment so that a wider range of resources are accessible to them and encouraging young children to feed themselves.

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

- improve the methods for reviewing and monitoring practice by making effective use of the views of parents and children in order to drive improvement.

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

Assessment of children's learning is too weak to ensure that children are making the best possible progress. While the childminder observes what children enjoy doing, she does not plan activities with any specific focus on developing the next steps in their learning. Consequently, there is no planning in place to help them make suitable progress. Therefore, children are not learning a suitable level of skills to support their readiness for

school. Parents are not encouraged to share what they know their children can already do when they enrol. As a result, there are no effective starting points in place, from which the childminder can begin to support individual children's development. In addition, parents are not provided with regular updates of their children's learning and so are not encouraged to continue their learning at home.

The childminder teaches some children through their own initiated play. For example, when they attempt, to draw around an animal template she asks questions, such as 'does the elephant have a big eye or a little eye?' She demonstrates how to hold the crayon and supports children's hands as they try to follow the shape. The childminder effectively supports children's knowledge of understanding the world. They make cards to celebrate festivals, such as Diwali, use computer tablets to draw and have planted vegetables and herbs in the garden. However, younger children are not adequately supported to make good progress in the prime areas of learning.

Most children's physical development is soundly supported as the childminder takes them to play areas and parks on a regular basis. Walks in the local area allow children to experience the wider community and begin to appreciate its diversity. The childminder soundly supports children who have special educational needs and/or disabilities. She understands their condition and helps them to do regular exercises recommended by health professionals.

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

Parents share details about their children's care routines verbally, at enrolment and settling-in sessions to help the childminder to get to know children and begin to form attachments. She forms responsive relationships with some children, who enjoy her company and are settled because their needs are met. However, on the day of inspection the childminder was looking after more children than she is registered for. This breach of requirements has an impact on children's safety and well-being. For example, the youngest children are often overlooked while the childminder engages with older children. She does not always acknowledge their attempts to communicate, through gesture and babbling or show them affection through close contact, such as cuddles. A few low-level storage boxes allow children to choose what they want to play with. However, the environment is generally disorganised and cluttered, with some resources, such as puzzles and books, stored where children cannot reach them. As a result, children have too few opportunities to explore a range of resources. The outdoor area offers children space to run around and ride on wheeled toys, such as cars and bikes.

Young children begin to learn what acceptable behaviour is when the childminder asks them to share a book. She reminds them not to climb on the chairs or run in the house and so they are beginning to learn how to play safely. However, on occasion, the childminder expects children to explain their actions and apologise to parents, when they accidentally hurt another child. This is not always age-appropriate or relevant. The childminder takes children to local toddler groups and this helps them develop appropriate social skills as they learn to share and negotiate with children of different ages. This will help them to adapt to larger groups of children as they move on to busier settings, such

as school.

Generally healthy meals are provided, such as sausage and tomato pasta, which children enjoy. Older children are encouraged to feed themselves at the table. However, younger children sit in the baby walker and are fed by the childminder and so are not beginning to develop age-appropriate self-help skills. Children help to grow vegetables, such as beetroot, spinach and carrots, and are beginning to learn about healthy eating. Regular visits to the park, play areas and outdoor play in the garden, help older children to refine their physical skills as they pedal, slide and run. However, younger children, not yet walking, do not play freely in the fresh air and spend too long in the baby walker or pram. Consequently, they do not learn to negotiate different surfaces and levels or experience nature first-hand.

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

The inspection took place following a concern that the childminder is minding more children than she is registered for. The inspection found that she is minding more children in the early years age group on a regular basis. This is a breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. In addition, the hours that all children attend are not always recorded in the register. Consequently, children's safety and well-being cannot be assured.

The childminder has a sound understanding of child protection, she is able to identify possible signs of abuse or neglect and knows who to contact should she have concerns. She ensures children are supervised and visually checks the environment each day. Written risk assessments for any possible outings are in place to ensure the environment is safe. The childminder has a current first aid qualification and keeps appropriate records of any accidents children may have.

The childminder is aware of some of her areas for development, for example, she knows that she is weak in recording children's achievements and is considering using a computer programme to help her be more effective. However, parents have not been asked to contribute to an evaluation of her practice, and so, opportunities have been missed to develop an action plan for improvement that takes their comments into consideration. The childminder has not implemented the previous inspection recommendation to assess children's learning and summarise their progress so that she can track their development. Therefore, she is unable to identify any possible gaps in children's learning and development and plan to address them.

The childminder keeps parents informed of what their child has done on a daily basis. She shares information with parents about her policies and procedures, such as the complaints policy. The childminder understands about sharing information between settings when children attend more than one provision as she can describe what children have achieved in playgroup. She also has a sound understanding of the changes she needs to inform Ofsted of. The childminder attends play sessions with other childminders in the local area. This gives her the opportunity to share ideas for good practice.

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 a daily record is kept of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that a daily record is kept of the names of the children looked after on the premises and their hours of attendance (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	308497
Local authority	Lancashire
Inspection number	937651
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	28/03/2011
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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