

Inspection date

Previous inspection date

16/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 planning for children's next steps in learning is not sufficiently focused to ensure that activities are matched to each child's needs and to clearly demonstrate the progress children make in their learning.
- The partnership working with parents, particularly in relation to their involvement in their child's learning and development, is not sufficiently established.
- Records of attendance that show the names of each child and the hours they attend each day are not maintained.
- A written procedure for managing complaints relating to the Childcare Register is not in place.

It has the following strengths

- Through discussion the childminder demonstrates an awareness of the seven areas of learning and talks about the activities she provides for the children.
- The childminder shows through discussions that she knows the children well, she ensures their interests lead the play and that they are able to choose what they want to do.

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 spoke with the childminder throughout the inspection.
- The inspector looked at children's assessment records on the childminder's computer.
- The inspector looked at a range of policies, procedures, documentation and the provider's self-evaluation.

Inspector

Melanie Eastwell

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged 11 years in Ely, Cambridgeshire. The whole of the ground floor and the rear garden are used for childminding. The family has two pet cats. She visits the shops and park on a regular basis and she collects children from the local school. There are currently six children on roll, one of whom is in the early years age group and children attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday with the exception of an annual family holiday. She is a member of the Professional Association for Childcare and Early Years. No children were present during this inspection.

What the setting needs to do to improve further

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

- improve the assessment of each child's learning by planning focused and appropriately challenging activities to promote the next steps in learning and revisit these in order to clearly demonstrate the progress each child is making in the learning and development
- improve the partnership working with parents to promote their involvement in their child's learning and development
- ensure that a daily record is kept of each child's hours of attendance.

Inspection judgements

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

During discussion with the childminder she is able to describe the activities she offers to the children that cover the seven areas of learning. For example, she discusses a baking activity where the children were involved in preparing the baking tin and in the measuring and mixing of ingredients through counting the spoonfuls of the required ingredients. The childminder said she ensured that all the children present were able to take part and reports that they all enjoyed eating what they had made. She said she encourages the children to lead the play and she follows their interests. The childminder said she has a positive and longstanding partnership with the local school. She said she encourages children to be confident to speak and to ask for items they want. She said that she enjoys reading stories and looking at books with the children to promote their early literacy. She

provides free choice of the play materials that are stored in a low-level chest from which they can independently help themselves. This partnership and preparation appropriately support children to be ready for the eventual move on to school.

The childminder organises her care on a small scale which enables her to spend time with individual children. She uses a computer system to manage the planning of activities for each child. This has also been used to inform the progress check at age two summary of each child's learning. She has records of some observations that are linked to the relevant areas of learning. However, she has not focused sufficiently on each child's next steps in learning to ensure that the activities planned are appropriately challenging. She is not able to provide clear evidence of how she is building on children's progress in their unique learning and development. The childminder has not fully engaged parents in their child's learning. She does speak to them each day. However, the discussions are focused too much on care practices which means that the childminder does not have enough information about the children's interests and achievements at home to include in her planning and assessment. The childminder sends an email to each of the parents inviting them to access their child's observations on the computer system but she is not aware if parents look at this information as she states she has received no feedback from them relating to this.

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

Through discussion, the childminder demonstrates that she knows each of the children in her care. She said she talks with parents before they start attending and ongoing as required to ensure their individual needs can be met. The childminder said that all the play materials and activities are available to all the children and that she encourages them to play together and to show consideration and respect for their friends. She said she is mindful of always having alternative activities for those who want to do something different. The childminder said she works with parents to settle the children in when they start attending. She said she insists on at least one visit with their parents and then works with them individually to help their child settle-in well. Children are able to be independent in the bathroom and they learn about managing their personal hygiene because the childminder said she talks to them about the reason for washing their hands. For example, before they take part in cooking activities and after they have used the toilet.

The childminder said she provides children with daily opportunities to play outside. She has an enclosed garden where she said they enjoy playing. For example, they help her to hang the washing on the line and they play with the toy pushchairs, pretending to mow the lawn. Children walk to the local school to collect their friends and siblings. She said she talks to them about keeping themselves safe, such as stopping, looking and listening before crossing the road. The childminder reports that children generally behave well. She said that she takes time to talk to them and give reminders about the expectations for behaviour as necessary.

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

The childminder is able to demonstrate through discussion a general understanding of the safeguarding and welfare requirements. She occasionally works with her partner who is a childminding assistant and she said the children all know him well. She is aware of the importance of following the Local Safeguarding Children Board procedures in the event of any child protection concerns, such as recording and reporting any concerns that arise. She carries out risk assessments of her home, garden and the outings she involves the children in to help keep them safe. However, not all of the required documentation is in place, for example, the childminder does not keep a consistent record of each child's hours of attendance. This is a breach of the requirements of the Statutory framework for the Early Years Foundation Stage and is also a breach of the Childcare Register requirements. She has devised policies and procedures for her childminding provision and she is aware of the procedures to follow in the event of a complaint being received by the children's parents. However, she does not have a written statement for managing complaints in relation to the Childcare Register. This is a breach of the Childcare Register requirements.

The childminder demonstrates that she is partially meeting of the learning and development requirements. However, there is a lack of focus on identifying and revisiting children's next steps. This limits the childminder being able to plan appropriately challenging activities that build on and clearly demonstrate the progress they are making. The childminder has not fully engaged parents to contribute to their child's learning at her provision by providing information from home about their interests and achievements. The childminder has begun to use self-evaluation to monitor and reflect on her activity with the 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 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)
- devise a written statement of written procedures to be followed in relation to complaints that relate to the requirements of the Childcare Register (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)
- devise a written statement of written procedures to be followed in relation to complaints that relate to the requirements of the Childcare Register (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	EY416690
Local authority	Cambridgeshire
Inspection number	939095
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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