

<b>Inspection date</b>	10/10/2013
Previous inspection date	30/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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How well the early years provision meets the needs of the range of children who attend		4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- The childminder has a poor understanding of the learning and development requirements. She does not observe, assess and plan effectively to ensure children are sufficiently challenged and has no knowledge of the progress check at age two. Therefore, the educational programme provided does not support children's progress effectively and they sometimes lack interest in the activities available.
- Partnerships with parents and other early years settings are not fully effective in order to ensure continuity and progression in children's learning. There are no systems in place to support children in their transitions to other settings.
- Risks to children's safety are not minimised by the childminder. This is with regard to having a fire evacuation procedure in place and ensuring that hazardous substances are stored safely.

### **It has the following strengths**

- The childminder is caring and positive in her interactions with children to help them feel secure and settled in the setting.
- There is a range of equipment in the large garden to help children develop their physical skills.

## 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 looked at a range of documentation, including children's records and training certificates.
- The inspector observed children throughout the inspection.
- The inspector spoke with the childminder at regular intervals and observed and discussed a specific activity.
- The inspector looked at children's progress books and discussed the range of activities provided.

## Inspector

Val Thomas

## **Full Report**

### **Information about the setting**

The childminder was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Nantwich, Cheshire. The whole of the ground floor and upstairs bathroom are used for childminding. There is a secure garden for outdoor play.

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

There are currently seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

improve knowledge and understanding of the Statutory framework for the Early Years Foundation Stage, to guide the development of children's learning and meet their safeguarding and welfare needs

improve children's play and learning experiences by: limiting the use of the travel cot for younger children; ensuring each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities

observe and assess each child's progress in all seven areas of learning, taking into account their age and stage of development, and use this information to plan for the next steps in their learning.

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

- develop knowledge and understanding of the progress check at age two so that summaries can be provided to parents at the appropriate time to ensure children's progress is fully supported
- improve the systems for working in partnership with parents and other early years settings the children attend, to promote continuity in children's care and learning; this relates to supporting parents in guiding their child's development at home; establishing a two-way flow of information with other early years settings and helping to prepare children for transitions to other settings
- take steps to improve the safety of children; this relates to having an emergency evacuation procedure in place and ensuring that hazardous substances, such as bleach, are inaccessible to children.

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

The childminder has a poor understanding of the learning and development requirements. Therefore, the educational programme provided does not adequately cover the seven areas of learning. In particular, the childminder is not aware of how to effectively promote the specific areas of learning and has not developed her knowledge since the last

inspection. As a result, children's progress towards the early learning goals is hindered and they are not supported in gaining skills in their readiness for school. For example, opportunities for children to develop their creativity are limited as children do not have access to a varied range of media, such as paints, sand and other sensory play. The childminder's lack of knowledge of literacy means that children only develop early writing skills through crayons, paper and colouring books. During play, the childminder encourages children to count the stacking beakers, but does not extend this to talk about the shape and size to promote further learning. As a result, children seek out other toys when they become disinterested. The childminder is unsure of how to promote children's understanding of the world other than through the few resources she has to raise children's awareness of diversity.

Insufficient progress has been made since the last inspection in observing and assessing children's progress. The childminder has a lack of knowledge of the appropriate stages in children's development and this affects her ability to assess whether children are making adequate progress. She is not able to accurately identify what stage children are at, for instance, in communication and language and mathematical development. This hinders the childminder's ability to plan for the next steps in a child's learning to help them make suitable progress. The childminder observes children during the day but does not use these observations to assess children's progress towards the early learning goals or to plan activities. She has provided a book for each child to store photographs of some of the activities the children are involved in, but these mainly relate to their care, such as eating and dressing. There is a limited number of observations, but they are not particularly assessing children's learning. Consequently, there are significant gaps in the children's learning and development. The childminder shows no awareness of the requirement to implement the progress check at age two. Therefore, there are no arrangements in place to complete this for children in her care of this age. This does not ensure that parents are aware of their children's progress at this stage and does not help to ensure that early and effective support is put in place where progress is identified as being less than expected.

The childminder does not plan what she is going to do with the children as she is led by what the children want to play with. This does not enable them to develop the characteristics of effective learning. The lack of thought as to how children's learning can be developed through a range of planned, purposeful and challenging play and through a mix of adult-led and child-initiated activities, means that the childminder does not understand how her quality of teaching can be improved. For example, when children play with the train set, the childminder does not recognise that the use of open ended questions and encouraging children to think for themselves will extend their learning and help to develop their critical thinking.

There is adequate information sharing on children's care needs and the childminder has introduced an 'All about me' record that parents are asked to complete for their child. This gives the childminder some information on children's physical and communication and language development, which enables her to identify the child's starting point. The childminder shares information on a daily basis with parents on the activities the child has engaged in. However, due to the lack of assessment of children's learning she cannot provide parents with accurate information on how well their child is progressing towards the early learning goals or provide support and guidance to parents for their child's

learning at home. This does not fully support children in making progress across the seven areas of learning.

Children show some interest in the environment. They are able to make choices from the toys set out in the lounge and there are boxes of toys behind the settee which children can easily access. Children choose the train set to play with. They are able to fit the pieces together and the childminder encourages them to name the animals. Children ask questions, such as 'Where this go?' and, rather than encouraging children to think where it might go, the childminder gives the answer. The childminder uses routines to talk to the children and gives a running commentary about what they are doing to help support some language development. Children use the little figures to put in the stacking beakers but they soon lose interest as their learning is not extended. Young children spend quite a bit of time in the travel cot that is used in the lounge as an enclosed play area. There are toys available for them to explore, although they soon lose interest as it is difficult for the childminder to engage in play with them. This limits their learning opportunities. Young children do come out of the travel cot for short periods and they are eager to crawl around and explore their environment, pressing the buttons to make the toys pop up. Physical skills are developed through use of the varied range of equipment in the garden, such as a climbing frame, swings, balls and a play house.

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

Children's well-being is compromised because the childminder does not ensure that all risks to children are minimised and acted upon. For example, she does not ensure that hazardous substances, such as bleach and other cleaning materials are stored safely so that children cannot access them. Furthermore, there is no emergency evacuation procedure in place, which puts children at risk in the event of a fire. The premises are secure and the childminder does take other safety precautions to help protect children. For instance, cushions are placed on the hearth to prevent young children accessing it and a safety gate stops children accessing the stairs. The childminder helps children to learn about road safety as they cross the roads and to be careful when walking by parked cars when they go to the local school. This supports their understanding in keeping themselves safe.

The childminder's home is welcoming for children. Resources are stored in clear boxes in the lounge and the conservatory at child level so that they can make choices about their play. Children's independence skills are encouraged appropriately. They help to tidy the toys away and manage their own toileting needs when they use the potty. Behaviour is managed appropriately and children listen to the childminder and respond positively. For example, they stop touching younger children on their head when asked to stop. The childminder takes children to a local toddler group, which helps to support their social skills with others.

Children's health is adequately promoted. The childminder provides mainly healthy snacks, such as fruit, and children have carrot sticks with their sandwiches at lunchtime. They have regular access to fresh air and exercise through daily walks to school, outings to local parks and accessing the varied equipment in the large garden. Hygiene routines are clear

and help children to develop an understanding of the appropriate times for hand washing.

The childminder and children have good relationships with each other. Children enjoy the positive interaction they receive and the childminder is caring towards them. There is a clear settling-in procedure, which helps children to feel secure and settled and they can bring in their comforters, such as their toy rabbit, if they wish. The childminder responds appropriately to their care needs, for example, when they want a drink and when they need a nappy change. Sleeping arrangements are adequate, as younger children sleep in a darkened room in their pushchair as agreed with parents. However, the systems in place to prepare children for their transitions to other early years settings or schools are poor. This does not support their emotional well-being.

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

The childminder has a poor understanding of her responsibility in meeting the learning and development requirements. This results in children not being sufficiently challenged in all areas of learning and a significant weakness in observation, assessment and planning. This hinders children's progress towards the early learning goals. There is not a balance of adult-led and child-initiated activities and the childminder has a poor understanding of how to promote children's learning effectively. This does ensure children's individual learning needs are met.

The childminder has failed to identify certain risks in the home, which compromises children's safety. This is a breach of requirements for the Early Years Register and both parts of the Childcare Register.

Self-evaluation is not effective to support continuous improvement and it has had too little impact in addressing all of the actions and recommendations identified at the last inspection, particularly with regard to the educational programmes and the monitoring of children's progress. As a result, children's learning and development is significantly hindered. The childminder has had support from a local authority advisor and some improvement has been achieved. For example, she has attended a child protection training course. As a result, she has a suitable understanding of signs and symptoms that might alert her to potential abuse and knows the correct procedures for reporting concerns. There is a clear safeguarding policy in line with the Local Safeguarding Children Board procedures and the childminder has appropriate procedures regarding the use of mobile phones and cameras in the setting. She has all required details for children. This helps to support children's welfare. However, she has not taken any action to establish partnership working with other early years settings that children attend. This means that consistency in children's care and learning is not effectively promoted to help them make the best possible progress and to support their emotional well-being.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**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 all necessary measures are taken to minimise any identified risks (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

<b>Unique reference number</b>	304145
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	892031
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/10/2012
<b>Telephone number</b>	

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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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