

Inspection date	28/11/2013
Previous inspection date	09/03/2012

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

- Children's safety and well-being is compromised because risk assessments are ineffective in identifying and minimising risks to children. Therefore, some areas of the premises are not fit for purpose and all precautions are not taken on outings.
- The childminder's knowledge of the learning and development requirements is poor. Consequently, children's learning and development is not sufficiently supported or extended. Partnerships with parents and other early years provisions that children attend are not focused enough on supporting children's individual learning needs.
- The childminder has insufficient knowledge of her responsibility in relation to dealing with complaints from parents, to ensure any concerns from parents are appropriately addressed.

It has the following strengths

- Children's emotional well-being is supported well. They enjoy strong attachments to the childminder who has a kind and caring manner.

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 activities in the front room.
- The inspector held discussions with the childminder about children's play and care routines.
- The inspector checked evidence of suitability and qualifications and discussed self-evaluation with the childminder.
- The inspector took account of parents written views.

Inspector

Christine Armstrong

Full report

Information about the setting

The childminder was registered in 1993. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives husband and their child aged 14 years in the Stafford area of Staffordshire.

The whole of the ground floor, rear garden and upstairs toilet and bathroom are used for childminding. The family has one dog as a pet. There are currently six children on roll, of whom one is in the early years age group. The childminder 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

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

- ensure that the premises, in this instance the garden and door frame around the kitchen, are fit for purpose, so that children can play safely
- keep children safe by undertaking effective risk assessments to ensure all risks to children are identified and minimised, particularly in relation to hanging blind cords in the toilet and free standing mirrors in the bathroom
- develop knowledge and understanding of appropriate complaints procedures and share this with parents, to ensure children's welfare is safeguarded
- develop knowledge and understanding of the learning and development requirements to ensure children's learning and development is effectively supported by: working in partnership with parents and other provisions to assess children's progress and by using this information to plan activities that are effective in supporting children to achieve their next steps in learning
- assess the risks or hazards which may arise for the children on outings and take steps to minimise and manage these, particularly in relation to children requiring first aid or medical assistance.

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 how to use observations of children's progress to monitor their development and plan for their next steps in learning. This results in weak teaching because activities are not tailored to meet children's individual needs. It also means that children's progress is not tracked over time, in order to effectively identify any gaps in their learning. Consequently, the childminder's ability to provide children with more targeted support if needed is significantly hampered. Her ability to work in partnership with parents to support children's learning at home is also significantly hampered. Therefore, children do not receive the support they need to ensure they are well enough prepared for school or their next stage of learning. In instances where children attend more than one early years provision the childminder supports the themed topics children take part in, which supports some cohesion and consistency in children's learning. However, the childminder does not ensure effective strategies are in place to exchange information about children's individual learning needs, in order to provide any need for targeted support. Consequently, children do not fully benefit from cohesion and consistency in their learning.

Despite these significant weaknesses the childminder provides a range of activities that children enjoy taking part in. For example, children sit and listen to a story about an elephant that is a patchwork of different colours and they enjoy using paint to colour in a picture of the elephant. This provides some continuity for children's learning as the elephant is also being used as part of a topic at the nursery children attend. However, the childminder's lack of understanding and focus upon what children know and can do significantly hinders the quality of her teaching. Consequently, children's learning is not adequately supported or extended. For example, when children use a selection of colours to paint the different sections of the elephant, the childminder fails to encourage them to explore what happens when the colours mix. Consequently, the childminder is not helping children to think about cause and effect. She is not encouraging them to make predictions, test their ideas, or solve problems, which are important skills for their future learning. When children show interest in listening to the story and looking at the pictures in the book the childminder fails to focus on print in the book by pointing out significant words, such as the elephants name. She does not model the language of print, such as word, page, beginning or end. She does not help children to identify the main event in the story or plan to enact the story during imaginative play. She does not ask questions to extend children's ideas of what is possible, for example, by asking a question, such as 'I wonder what would happen if...'. Consequently, children's communication, literacy and expressive art and design skills are not adequately supported or extended .

The childminder suitably supports children's interest and choice. For example, when children show an interest in listening and moving to music she provides a tape and a selection of compact discs to play music for children. This supports children's enjoyment of singing and moving rhythmically. However, the childminder does not plan or capture the opportunity to use this activity to extend children's learning. For example, she does not provide a range of musical instruments to encourage children to make and explore their own sounds. When children show interest in technology, for example, in operating the tape, they are discouraged by the childminder, who does not capture the opportunity to teach them how to handle and operate the tape correctly. Consequently, children are not always supported to become confident and self-assured, eager and motivated learners. Children's interest in making marks is suitably supported. Pens and paper are freely

available for children who spend time making representations of number and letters. She does plan to model writing for a purpose, for example, by making a shopping list with children for them to use on their regular shopping trips. Consequently, the childminder is not effectively using children's interest to extend their learning. Children's interest in playing and learning outdoors is significantly hindered because the area is not kept suitable for children's use.

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

The childminder does not meet a number of safeguarding and welfare requirements. Therefore, children do not have access to the childminder's garden and children's safety indoors and during outings is not fully secured. Consequently, children do not receive consistent positive messages about keeping active and safe. However, the childminder makes some use of local parks to provide children with opportunities to become active and play on large play equipment. She teaches children some aspects about keeping safe, such as sitting correctly on chairs.

The childminder has a kind and caring manner towards children who form secure attachments to her. This helps to support children's emotional well-being. Children enjoy a harmonious environment because the childminder provides clear and appropriate behaviour boundaries that children respond well to. Their self-esteem is suitably supported because the childminder recognises and celebrates their achievements. The childminder develops positive relationships with parents and other providers so that information about children's care needs is effectively shared. This helps to support continuity and cohesion in children's care as they move between home, nursery and the childminder's care. As a result, children embrace the moves between carers throughout the day.

The childminder provides suitable levels of support to help develop children's self-care skills. As a result, children learn to control and manage their personal toileting needs and become independent in putting on their own shoes. Children take part in daily hygiene routines, such as hand washing, which helps to support their emerging awareness of good hygiene. The childminder works in partnership with parents to meet children's dietary needs. She takes some steps to promote healthy eating. For example, she provides fresh fruit for children to eat after their midday meal and she encourages children to drink fresh water instead of squash.

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

The childminder demonstrates a poor understanding of her responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage and the compulsory and voluntary parts of the Childcare Register. Consequently, she fails to meet a number of safeguarding and welfare requirements, which have a significant impact on children's safety and well-being. For example, the childminder does not ensure her premises are kept fit for the purpose of caring for children. This is in relation to the garden, which is currently being used to store a number of large unused household items. Therefore, the area is not safe enough for children to use. Refurbishment work to the

kitchen has not been fully completed. This has resulted in exposed building materials in the wall around the door frame of the kitchen, which children can access. Therefore, this area is not suitable for children's use. Although the childminder undertakes risk assessments, they are not effective enough to identify and minimise all hazards, in order to ensure children's safety. For example, the risk of hanging blind cords in the toilet and a large free standing mirror in the bathroom have not been identified or minimised. Both of these items present a significant potential risk to children's safety because at times children access these areas independently. The childminder has not taken all the required steps to ensure children are kept safe while on outings. For example, she does not carry first aid equipment or children's details so that she is able to give appropriate first aid or provide detailed information if needed. However, the childminder does have a secure knowledge and understanding of her responsibility in relation to reporting any concerns she has about children's welfare. She is alert to any sign of possible abuse and understands the need to take swift and appropriate action to protect children.

The childminder is not sufficiently driven to improve her professional development. While she has met the action made at the last inspection to obtain a first aid certificate she has taken very little action to develop her knowledge and understanding of the learning and development requirements. Consequently, recommendations made at the last inspection aimed at improving her teaching strategies have not been met. This means children are not adequately supported to make the expected gains in their learning and development, taking into account their starting points and capabilities.

Relationships with parents are generally positive, which supports the exchange of information and helps to support continuity and cohesion in children's care. Parents are provided with some written information about the childminder's service. However, the childminder lack sufficient knowledge and understanding about the complaints procedures she must follow in the event of receiving a written complaint from parent. Therefore, she is unable to inform parents of this process or deal appropriately with any concerns parents may have. This does not ensure any issues that may affect the welfare of children are suitably addressed. The significant weaknesses in the childminder's knowledge and understanding of monitoring children's progress over time hinders her ability to work effectively in partnership with parents and other professionals, particularly in relation to providing intervention to support any identified gaps in children's learning.

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)

- make copies of the written statements of complaints procedures available to parents (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- make copies of the written statements of complaints procedures available to parents (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	209675
Local authority	Staffordshire
Inspection number	818114
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/03/2012
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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