

Inspection date	12/12/2013
Previous inspection date	02/12/2008

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

- The childminder does not obtain parents' permission for her assistant to be left in sole charge of the children or ensure her assistant has a first-aid qualification. As a result, she is not fully meeting requirements to ensure she promotes children's welfare.
- Too little understanding of the learning and development requirements results in weak teaching and poor monitoring of children's progress to check whether children are attaining expected levels of achievement across each area of learning and development.
- Systems to gather and exchange relevant information with other early years providers are not established, this means the childminder does not promote consistency of children's learning and development.
- Strategies for engaging with parents are weak and focus too much on care practices. As a result, parents are not kept informed about their children's learning.
- Children are not provided with easy access to a stimulating range of toys and resources so they can make independent choices in their play and follow their own interests both indoors and outdoors.

It has the following strengths

- The childminder is warm and caring which enables children to feel settled and emotionally secure.
- Children are welcomed into a bright, clean environment where resources are safe.

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 caring for children, primarily in the living room area of the childminder's home.
- The inspector discussed aspects of childminding with the childminder as these arose.
- The inspector examined documentation, which included the childminder's policies and daily records.
- The inspector checked evidence of qualifications and suitability of the childminder and household members aged over 16.

Inspector

Andrea Price

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who sometimes works as her assistant, in a house in the Daventry area of Northamptonshire. The whole of the ground floor, upstairs bathroom, the spare bedroom and the rear garden are used for childminding. The family has a number of pets, such as, bearded dragons and giant African snails. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. She 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 all childcare assistants hold a current paediatric first-aid certificate, if they are to be in sole charge of children for any period of time
- obtain parental permission to leave children with an assistant, including for very short periods of time
- consider the individual needs, interests and stages of development of each child and use this information to plan purposeful play for each child through a mixture of child-initiated and adult-led experiences so that each child makes good progress across each area of learning
- improve the organisation of toys and resources so that children can make independent choices in their play and follow their own interests. Provide babies and young children with a range of open-ended natural materials and textures to stimulate their urge to explore and investigate using all their senses.

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

- improve systems of sharing information with parents about children's learning so they can work in partnership with the childminder to support children's progress
- devise and implement systems to gather and exchange relevant information with other early years providers to support children's learning and development, enabling all children to make best progress.

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

The childminder's home environment is welcoming. Toys and the childminder's own home and furniture are safe and clean, however, the childminder's provision of educational programmes is inadequate and teaching is weak. Activities do not provide enough depth to challenge the children in the childminder's care, therefore, children lack opportunity to progress in all areas of learning. For example, she does not provide babies and young children with opportunities to experience a range of open-ended, natural and textured resources to encouraging them to learn using all of their senses. The childminder adequately responds to each child's emerging needs and interests, guiding their development through warm, positive interaction. For example, the childminder talks to babies in her care during play and care routines, role modelling communication to those

children who do not yet speak. As a result, the babies relate well and initiate further noises, showing that they are beginning to recognise that words have meaning. The children's literacy skills are infrequently developed as the childminder's books are not easily accessible by the children. There are no pictures or photographs to look at and no printed words displayed at the children height. Most toys and resources are stored in a cupboard so children are unable to make independent choice and follow their own interests. Children have limited opportunities to develop mathematical skills. The childminder has bricks in storage giving children a satisfactory use of construction toys and puzzles to develop an understanding of shape and space. The childminder has a selection of imaginative play resources, though again these were stored away on the day of inspection. Opportunities for children's physical development are insufficient. There is a large garden area, but this is not well resourced and the childminder provides children with restricted access especially during winter months, this limits the children's opportunity to exert energy in the outdoor environment.

Planning for the children's needs is not effective; the childminder does not have a secure knowledge of suitable play for children of different ages and stages of development. Although children appear to be at the stage of learning matching their age, there is insufficient evidence that children achieve this learning through this childminding provision. The childminder does not know enough about the Early Years Foundation Stage to implement each area of learning and children's development through planned activities and purposeful play experiences that provide interest and challenge. As a result, some children lack enthusiasm for learning and are not gaining the necessary skills to support their next stage of learning. Ongoing assessment is not an integral part of the learning and development process. Although the childminder seeks information in regards of the children's likes and interests, she does not utilise this information to provide individual learning experiences for children to make good progress. The childminder has some knowledge about the requirement to check the progress of children aged two years.

The childminder's strategies for engaging parents about their child's early education and development are weak and focus too much on care practices. As a result, parents do not know what their child is learning.

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

Educational programmes do not adequately cover the seven areas of learning and children are limited in their choice of activities and recourses, as a result children lack enthusiasm for learning. For example, toys are unimaginatively presented in a storage chest. This means that children can only see what is available at the top and so the childminder often chooses toys for them. The childminder does have further toys kept in cupboards and the spare bedroom, bringing them out at different times. As a result, children have no way of knowing what is available and are limited in their play by the small range of equipment available to them. Therefore, the childminder is not meeting their play needs and the development of their self-motivational skills are limited. The childminder regularly visits the local primary school to drop off and collect children. This provides unplanned opportunities for younger children in the childminder's care to play together with older

school aged children. Therefore, children are gaining some understanding of the school environment.

The children have limited opportunities to support their physical development. The childminder regularly walks to the local primary school to drop off and collect children and undertakes irregular visits to the local park and surrounding areas. However the childminder does not provide any energetic, physical play indoors or outdoors in the garden, for example the decking area is slippery and stops running and the climbing frame is currently dismantled. The childminder informs the inspector of her good care routines, supporting independence and self-care as she guides children to wash their hands before snack and after toileting. The childminder provides a healthy range of foods for the children after school, providing fresh fruit and sugar free juice daily. The babies in her care are currently gaining independence during feeding and are encouraged by the childminder to try new foods. Children gain some understanding of potential danger and risk. The childminder is watchful with a younger baby, who is demonstrating strong exploratory movements, reminding them to be careful when pulling themselves up against objects that may move and cause them to fall. Children demonstrate that they feel safe in the childminder's care. For example, after awaking from a sleep, a child snuggles with the childminder until she is ready to play.

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

The childminder has a basic understanding about child protection as expressed in her safeguarding policy and referred to in her printed documents. However, has not ensured her assistant has attended paediatric first-aid training and she lacks procedures for ensuring that her assistant has appropriate parental permission and documentation if they are to be in sole charge of children for any period of time. These breaches of the requirements of the Early Years Register and the Childcare Register do not ensure the childminder promotes children's health and well-being. The childminder's recorded risk assessments adequately cover the rooms used for childminding and the rear garden. The childminder adequately describes how she would ensure that children remain safe when away from the home.

The childminder has little understanding of the learning and development requirements. The childminder's monitoring of educational programmes is weak. Her weak reflection of her practice has resulted in breaches of requirements that impact upon children's learning and development. The childminder listens to the parent's views and observes what the children like to play with. However, she does not consider the ways that children learn and reflect this into her practice. The childminder does not plan purposeful play experiences and she has a limited understanding of how to foster learning and development through a mixture of adult-led and child-initiated experiences. She does not formally assess children's progress to identify progress made or identify their needs. As there is no educational programme, she is not able to monitor effectively the delivery to support children's learning and identify gaps in learning. The childminder has attended appropriate training and qualifications, she is unaware of her future training needs, which has an

impact on her professional development and ability to expand and improve her practice.

As the childminder does not fully understand the Early Years Foundation Stage, she is unable to engage with parents to gather and share relevant information about the children's learning and development. The childminder's policies and procedures, made available to parents do not accurately reflect the childminder's current practice. The childminder does not share correct information with parents to help maintain the safe and efficient management of the setting, or meet the needs of all children. The childminder has general discussions with other early years provider on a regular basis. However, she does not share or gather relevant information about children's learning; as a result, children attending other settings do not benefit from consistent care and support for their learning and development.

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 parents have given their consent for children to be left with the childminding assistant, including for very short periods of time (Compulsory part of the Childcare Register)
- ensure parents have given their consent for children to be left with the childminding assistant, including for very short periods of time (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	EY377221
Local authority	Northamptonshire
Inspection number	878746
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	02/12/2008
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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