

<b>Inspection date</b>	02/12/2013
Previous inspection date	05/12/2012

<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 insufficient understanding of safeguarding and welfare requirements of the Early Years Foundation Stage. She is unable to assess potential risk to children on her premises and is unable to identify child protection concerns.
- The childminder does not have sufficient knowledge or skills to plan educational programmes adequately. She does not know how to match these to individual children's needs. Some activities provided are too difficult, so children lose interest.
- The childminder has insufficient understanding of the value of finding out what children can do when they first attend and using this to plan for their learning.
- Children are not helped sufficiently by the childminder to learn about other people and their differences.

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

- Children speak confidently and want to talk about the things that interest them.
- They understand how to manage their own behaviour.

## 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 undertaken by the children and childminder.
- The inspector discussed practice with the childminder.
- The inspector read the childminder's self-evaluation.
- The inspector sampled documents in relation to children's learning, safeguarding, and training, support and skills.
- The inspector took account of parents' views through letters and emails.

## Inspector

Carolyn Hasler

## Full report

### Information about the setting

The childminder registered in 2008. She lives with her husband and four children in Aylesbury, Buckinghamshire. The childminder uses the ground floor of her home for childminding, and there is an enclosed garden for outside play. The childminder currently has one child on roll in the early years age group. She cares for an additional four children before and after school. She attends local community groups.

### 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 childminder to:

provide a safe environment by risk assessing hazards to children's safety with particular regard to electric fires, and taking preventative measures to ensure children's safety is prioritised

up date knowledge on child protection in order to understand possible signs and symptoms of abuse and neglect in order to identify these at the earliest opportunity and enable a response to be made in a timely and appropriate way

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

- develop appropriate skills and knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage in order to implement the seven required areas of learning for children
- assess the individual needs, interests and stages of development of each child by working with parents and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning
- support children's understanding of difference and of empathy by using props, such as puppets and dolls, to tell stories about diverse experiences
- adapt the use of the indoor and outdoor learning environments to fully enable all children to develop child-initiated play

## Inspection judgements

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

The childminder does not meet children's learning and development needs. This is because the childminder has a poor understanding of how to plan educational programmes to support children's learning. Planning is ineffective; the childminder struggles to plan activities that match the needs of individual children. Activities offered, such as puzzles, are overly challenging. This means that children do not complete a task even after a long period of trying and become bored with it. This does not motivate them to learn. The childminder does not collect enough information about what children can do from parents at the beginning of care arrangements. This means that she does not understand children's abilities. The childminder states she has worked with her local authority to improve her observational assessments and has attended training on the progress check for two-year-olds since the previous inspection. Despite this training, children's development is not assessed and it is unclear if children are meeting expected levels for their ages.

Children help themselves from the adequate range of resources provided for them. They play at floor level and make themselves busy most of the time. The childminder's ability to engage children through activities is variable. There are long periods of silence where children are not hearing supportive language. Despite this, children speak confidently and are keen to talk about life outside the childminder's environment. They share their interests and knowledge with the childminder despite her lack of input. This prompts the childminder to interact with children and some conversation takes place.

There is little movement around the indoor environment until outside play is suggested. Children take the opportunity to run around on the grass. Although the childminder is keen to share what resources she has for children in the garden, few are offered. Overall, teaching is not strong enough to support children's learning and development across the seven areas of learning. This means that children are not prepared adequately for school or the next stage of development.

There are improvements in the childminders strategies for engaging parents, but these remain insufficient to guide an adequate assessment of children's abilities. They sign records of observations periodically and provide photos of family holidays to add into scrapbooks for each child. The childminder talks to parents and listens to their views. She shares information about the children's day with them.

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

Generally, the childminder works with parents to ensure children's settling-in is pleasant and takes account of their emotional well-being. She asks older children about their interests and favourite games and ensures that activities correspond to their ideas. As

children adapt to the environment and the childminder, they relax, begin to talk and enjoy play. This takes some time as the childminder does not create a sufficiently welcoming play environment because she lacks knowledge about children's capabilities when they first attend.

Children enjoy outings to community groups and play with other children when they arrive after school. These experiences provide opportunities to learn social skills such as sharing and cooperating with others. Most children behave satisfactorily and, when playing, show respect for resources. The childminder does not prioritise children's understanding of the world and other cultures. Resources to support children's understanding of how people and their communities differ are unavailable. This weakness has not improved since the last inspection.

The childminder has insufficient knowledge of safeguarding to ensure children's safety is promoted within the environment. For example, the childminder uses an electric heater to heat the conservatory where children play, which glows orange when hot,. She fails to remind children of the dangers of touching the heater. In addition, she does not take measures to ensure the heater is inaccessible to them. This places children in danger.

Children show skills in self-care. They manage by themselves to put on shoes and coats for outside play. They are able to manage with minimal supervision in the bathroom. Such skills help children have some preparation for the next stage in their learning. Meals consist of healthy and nutritious finger foods, which enables children to eat independently. Resources in the outside space provide children with opportunities to practise skills in balance and coordination. However, in cold weather the outside space is not set out to invite children to explore. In addition, the childminder does not encourage them to use the resources available. Children spend time running around the grassed area before coming inside again. Children have limited space to play inside and this restricts how much they can move around.

Overall, children are not stimulated enough by the childminder or by the resources provided. Children spend too long over too few activities becoming bored rather than motivated to learn. Prolonged silences from the childminder leave children struggling to engage in comfortable play. Therefore, children's emotional needs are not fully met. Overall, they are not adequately prepared for changes such as going to school.

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

Overall, teaching and the support of play continues to be poor. The childminder does not have a sound understanding of the learning and development requirements. In particular, educational programmes are poorly prepared and assessments do not show accurately if children are meeting their targets. Monitoring of children's learning has not improved significantly enough to be adequate. The childminder is not matching activities to children's abilities. These breaches influence outcomes for children.

The childminder continues to have a poor understanding of safeguarding and welfare requirements. She is unable to recognise significant symptoms which could indicate child protection concerns. In addition, she is unable to recognise safety hazards within her own home and take appropriate action to safeguard children. The childminder has failed to improve her knowledge and skills in this area. These breaches in requirements adversely affect children's safety.

The childminder's self-evaluation has not significantly improved her practice. Where improvements have been made, these have had too little impact on outcomes for children, and overall, the service parents and children receive continues to be poor. While there is evidence to suggest the childminder tries hard to improve, she does not show sufficient understanding of legal requirements of the Early Years Foundation Stage, including the learning and development requirements.

The childminder has improved her partnership with parents because she is sharing information better. The childminder has worked with her early years development worker and has had a series of visits to address weaknesses within her practice. She has also been attending childminding support groups. The childminder does not currently work alongside other early years settings to develop skills in partnership working.

### 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:

- make sure the premises and equipment used for the purpose of the childcare are safe and suitable for that childcare
- make sure the premises and equipment used for the purpose of the childcare are safe and suitable for that childcare.

## 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

<b>Unique reference number</b>	EY378772
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	899603
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/12/2012
<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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