

Inspection date	10/12/2013
Previous inspection date	18/12/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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 has insufficient knowledge of safeguarding and welfare requirements. She has not assessed the risk to children of her premises being insecure.
- The childminder has weak understanding of learning and development requirements. She does not plan educational programmes, observe and assess children's development adequately, including the required progress check for two-year-old children, or match activities to children's individual needs.
- The childminder provides a poor learning environment, and overall, the educational programme is weak. In addition, the childminder has insufficient understanding of how children learn and does not make resources readily available.
- Arrangements for evaluating the service she offers and developing her knowledge and skills are not strong enough, and there is insufficient improvement since the last inspection.

It has the following strengths

- Children are learning about the importance of good hygiene and hygiene routines.

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 records and training, support and skills.
- The inspector took account of parents' views through letters.

Inspector

Carolyn Hasler

Full report

Information about the setting

The childminder registered in 1994. She lives with her husband in Bradville, Milton Keynes, Buckinghamshire. The ground floor of the childminder's home is available for childminding, and toilet and washing facilities are on this level. There is an enclosed garden at the rear of the premises for children's outdoor activities. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Currently, there are three children on roll. Of these, one is in the early years age group. The childminder also cares for children over eight years. The family has a cat and a dog.

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:

- update 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.
- provide a safe environment by risk assessing hazards to children's safety, with particular regard to the security of the premises, and taking preventative measures to ensure children's safety is prioritised.

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
- review children's progress at the age of two and provide parents with a short written summary of their child's development within the prime areas to identify the child's strengths, and any area where progress is less than expected
- improve observation of children to understand their level of achievement, interest and learning styles and reshape learning experiences for each child reflecting those observations
- make sufficient good quality play and learning resources readily available to children at all times to enable them to play and explore freely to support their learning across all areas
- improve the educational programme for communication and language to encourage children to extend their vocabulary through appropriate interactions
- develop the educational programmes for expressive art and design to encourage children's make-believe play and to gain a true understanding of their interest
- ensure you have and implement a policy and procedures, to safeguard children that includes and covers the use of mobile phones and cameras in the setting

- develop systems of self-evaluation to carefully monitor and analyse the provision, identify areas for improvement and prioritise these to promote children's achievements over time.

Inspection judgements

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

The childminder provides an inadequate service to children and does not meet their learning and developmental needs. There is an insufficient range of resources to play with and few opportunities for children to play and explore. The childminder encourages children to sit watching the television or at the table. Here they engage in activities such as printing, sticking stickers on to paper or making marks with pencils. There are few opportunities to actively learn, be creative or think for themselves by leading their own play. The childminder talks to children about colours and counts with them. However, the childminder's conversations and interactions with the children do not help them to extend their vocabulary.

Children often ask to watch the television and show no interest in outside play. They do not seek to access resources, but rely on the childminder to put things in front of them. Sometimes children wander around aimlessly and do not seek out play experiences. The childminder's poor teaching skills have an impact on children's learning. They are not progressing as expected for their age.

The childminder has insufficient understanding of educational programmes. Although she is aware of children's interests, she does not ensure she plans challenging and interesting activities. Activity plans do not focus on the prime or specific areas of learning because the childminder does not understand what they are. The childminder talks to parents and sends photographs of what children are doing. She does not observe children or evaluate activities and does not understand how children learn. The childminder fails to comply with requirements to carry out the progress check for two-year-old children and share her findings with parents. Information collected from parents on their children's starting points is vague. The childminder does not use current guidance to help her assess children's progress. She does not have a good enough understanding of children's current development levels to be able to share this with parents accurately. However, parents share with her what they have been doing with children at home.

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

The childminder is not vigilant enough to ensure children's safety. As a result of weak risk assessment, the childminder does not check her front door to ensure that it is secure. As a result, uninvited guests can enter the premises. This puts children's safety and well-being at risk. Furthermore, the environment is not welcoming to children. There are too few

resources out to encourage them to play, as most are stored behind the sofa where they are not within the sight of children. This means there are insufficient opportunities for flexible play, and children do not engage in imaginative or creative exploration of resources. This hinders their overall learning and development.

Nonetheless, children are comfortable and settled in this environment. They know the childminder well and form trusting relationships with her. The childminder works with parents to settle children into the environment and manage separation issues. She takes account of information from parents to ensure routines from home are followed, such as nap times. Overall, the childminder shows children how to be kind and polite towards others and they are learning good manners. The childminder takes children to visit a local toddler group and they play with other children when they come out of school. They are learning to play alongside others and enjoy being included in their games. These experiences of social situations help them learn how to share and take turns. At times, children challenge boundaries but respond to the childminder when she reminds them how to behave. In general, their behaviour complies with the childminder's expectations. Children learn about other people, their communities and other cultures through activities. However, there are too few resources and these are not readily available, to give children positive images of the differences between people. This does not fully promote children's learning about the diverse world and the people within it.

In general, children develop self-care skills according to their stage of development. They help with everyday tasks such as putting on shoes and coats. The childminder supports their independence by offering resources such as steps in the bathroom so that children can reach the sink. She successfully promotes good hygiene routines with children, and they are learning that they need to wash their hands after touching pets. Overall, children are learning about being healthy. They spend time daily in outdoor environments enjoying walks in the park and playing in the garden. There is a small range of push-and-ride toys and equipment, which encourages their balance and coordination. The childminder works with parents to ensure children receive a relatively healthy diet. She shares daily information about what children have eaten and naps or sleeps. In general, most children manage the emotional change successfully when preparing for their next steps in learning, such as going to school.

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

The childminder has insufficient understanding of safeguarding issues. Her knowledge with regard to identifying and responding to child protection concerns are sound. However, her assessment of the security of her premises is not strong enough to ensure children's safety. This is a breach of legal requirements for both the Early Years Register and the Childcare Register, which puts children's safety, welfare and well-being at risk. The childminder has not developed her knowledge or sought training to address weaknesses highlighted at the last inspection. As a result, she continues to breach safety requirements, which has an impact on the care of the children.

The childminder has not made significant improvement in her understanding of learning and development. Consequently, she is not monitoring children's development through observations or assessment, nor is she planning to meet their developmental needs. This undermines children's progress. Educational programmes are ineffective because the childminder has insufficient understanding of how to develop them. She has not developed her understanding or attended training to improve her knowledge and skills. Consequently, she continues to breach learning and development requirements; therefore, children's development is compromised.

The childminder has not invested in training opportunities or sought the help of her local development worker. She has not reflected on practice and fails to recognise her lack of knowledge and skills. There is no commitment or ambition to move forward towards improvement. She does not use the Statutory Framework for the Early Years Foundation Stage to inform and guide practice. Therefore, the childminder is unfamiliar with changes in requirements since September 2012. This means that there has been little development to her practice since her last inspection.

Letters and notes from parents show that parents are positive and supportive of the childminder. However, she does not share enough information with them. The childminder uses the National Health Service red book to keep her informed about children's health needs. She does not have contact with other agencies involved in the children's early years care. Therefore, the childminder has not developed practice to work in partnership with them.

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 the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children ensure it safeguards children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- make sure a written statement of procedures is available to be followed in relation to complaints which parents make in writing or by email (compulsory part of the Childcare Register)

- make sure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register).
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children ensure it safeguards children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- make sure a written statement of procedures is available to be followed in relation to complaints which parents make in writing or by email (voluntary part of the Childcare Register)
- make sure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (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	141331
Local authority	Milton Keynes
Inspection number	900827
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	18/12/2012
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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