

Inspection date	04/09/2013
Previous inspection date	11/05/2012

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		3
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 have a clear understanding of the learning, development and assessment requirements of the Early Years Foundation Stage framework, to ensure children receive quality learning experiences.
- Assessment systems are not effective in identifying children's next steps in learning. The childminder fails to track children's progress or plan activities and experiences to meet children's individual needs, stages of development or learning styles. As a result, children do not make sufficient progress in their learning.
- The childminder is not fully aware of the Early Years Foundation Stage framework requirement to provide parents with a written summary of their children's progress at age two. Therefore, parents are not kept fully up to date with their children's progress. In addition, children's strengths or emerging concerns are not identified.
- The childminder has not completed a local authority approved training course, to help her understand and put into practice the requirements of the Early Years Foundation Stage to ensure children learn and develop well.
- Effective systems for self-evaluation have not yet been implemented to identify the provision's current strengths and weaknesses. As a result, there are no challenging targets or priorities to benefit children.

It has the following strengths

- Children have access to a safe outdoor area. This supports their well-being and health.

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 snack time and activities in the indoors and outdoors.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector sampled the childminder's relevant documentation, including policies, procedures and risk assessments.
- The inspector viewed the areas used for childminding, including the outdoors.

Inspector

Jane Tucker

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one adult child and four children aged 14, 10, seven and five years in the Sprotbrough area of Doncaster. The whole ground floor of the house and the rear garden are used for childminding. The family has two dogs and five cats.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll in the early years age group, who attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, 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

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

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

ensure that appropriate qualifications, training, skills and knowledge and a clear understanding of roles and responsibilities are gained; this is with specific regard to completing an appropriate course approved by an English local authority, in order to meet the learning and development requirements and the welfare requirements of the Early Years Foundation Stage.

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

- implement an effective assessment system to identify children's next steps in learning, and use this system to accurately track children's progress and plan opportunities, activities and experiences to meet children's stage of development, individual learning needs and styles
- introduce a system to review children's progress at age two, and provide parents with a short written summary of their child's strengths or emerging concerns, to ensure that they are kept fully up to date with their children's progress and development.

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

- introduce an effective system for self-evaluation that informs the provision's priorities and is used to set challenging targets for continuous improvement.

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

The childminder has a limited understanding of the learning and development requirements of the Early Years Foundation Stage framework. She spends some of her time observing and recording what the children can do, and this is documented in their daily diaries. However, she does not routinely identify children's next steps in learning, or use the information to track their progress or plan purposeful activities to meet their individual needs, learning styles or stages of development. As a result, children make poor progress and are not gaining sufficient skills in preparation for the next stage in their learning and moving on to school.

Although there are significant weaknesses in assessment arrangements and planning, the

childminder does offer children some positive play experiences. For example, she playfully encourages young toddlers to find their own nose, eyes and teeth to develop their self-awareness, and promote their personal, social and emotional development. Physical skills are developed as the children use wheeled toys indoors and outdoors, such as buggies for dolls and small bikes. Children also enjoy crawling through small pop-up tents and bouncing on the trampoline, where they tell the childminder they are 'jumping high'. Story books are accessible and children independently choose books for the childminder to read to them. The children listen with interest as she points to the pictures and words as she is reading, helping them to recognise that text has meaning from an early age. However, some adult-led activities do not provide opportunities for young children to experiment and explore with age-appropriate materials. The expectations for children under three during these activities are not appropriate. For example, they are expected to stick small 'eyes' onto a pre-drawn outline of a face, and place small beads into a tube, which they struggle to hold between thumb and finger. Consequently, children are not fully supported in their learning and development because the childminder does not plan activities that meet their individual needs or stages of development.

The childminder has a sound relationship with parents, and has received 'thank you' cards, which show how appreciative parents are of the care and support she gives to their children. The childminder gathers sufficient information on a 'getting to know me' form before children start at her provision. Parents are provided with brief daily updates about the day's activities and care routines, and these are also recorded in the children's diaries. Parents also provide verbal updates about their children's learning at home. However, the childminder is not aware of her responsibility to review children's progress at age two, and provide parents with a short written summary of their children's development. Consequently, parents are not fully up to date with their child's progress and development. In addition, children's strengths or emerging concerns are not identified.

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

Children are happy and settled during their time with the childminder. They are at ease to go to her for comfort, support and reassurance, which demonstrates that they feel safe and secure. The childminder is aware of children's individual care routines and ensures she meets their individual needs by incorporating their sleep patterns into the day. Appropriate information is shared with parents about their children's daily care routines, which supports continuity of care, and children develop a sense of belonging and self-confidence.

The childminder acts as a positive role model, and as a consequence, children are developing an understanding of acceptable behaviour. Children have access to a range of resources which are appropriately stored so they are within children's easy reach. This promotes children's confidence and independent decision-making skills. Children confidently explore the resources as they investigate their surroundings. The childminder ensures that her home is welcoming and clean, and all resources and equipment are well maintained. Children's self-esteem is enhanced because the childminder offers lots of praise and encouragement. Children are developing an understanding of how to manage risks because the childminder encourages them to put resources away before getting

other toys out to keep them safe.

Children are learning the importance of good hygiene practices as they are supported to wash their hands before snack. The childminder provides a healthy balanced diet which includes a combination of fresh fruit, vegetables and hot meals. These are prepared daily, taking account of any specific dietary needs and allergies. Children have regular opportunities to access the outdoor area, which allows them to participate in physical exercise. For example, they bounce and roll on the trampoline and use push-along toys to develop their early walking skills. Children also visit the local park, toddler group and activities at the local children's centre, which encourages them to develop confidence and independence in situations away from the childminder's home. This helps them to prepare for their next steps in learning, which is usually starting school. There is a sound established relationship with the local primary school and some children attend other early years settings. The childminder shares relevant information with the setting's staff about children's welfare to ensure continuity of care, play and learning.

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

The childminder was required, at her last inspection, to complete training approved by the local authority, which helps her to understand and implement the Early Years Foundation Stage, to ensure children learn and develop well. The childminder has failed to meet this specific requirement, which is a breach of a statutory requirement. Overall, the childminder demonstrates too little understanding of the learning and development requirements. As a result, there is currently no effective monitoring of children's progress. Consequently, a revision of the educational programmes does not take place to ensure they reflect the individual needs and aptitudes of all children. Correspondingly, there are no systems in place to identify any child who may be in need of extra support or are exceeding expectations.

The childminder has an adequate understanding of the safeguarding and welfare requirements, and children's safety is managed sufficiently. There is a visitor signing in book so the childminder can keep a record of all visitors to her home. Safety gates are in place and the kitchen area is kept secure with locks on cupboards so children cannot access them freely. The childminder ensures that children are always within sight and hearing to ensure their safety. There are policies and procedures in place, together with risk assessments, which are reviewed regularly to ensure potential hazards are identified and minimised. The childminder shows a suitable understanding of child protection policies and procedures, and she is aware of her responsibility in this respect. She knows how to report her concerns and has attended relevant training. The childminder holds a current paediatric first aid certificate, to enable her to give appropriate treatment in the event of a medical emergency.

Completed questionnaires confirm that parents are happy with the arrangements for information sharing in order to identify children's needs. Appropriate arrangements have not been put in place to evaluate the provision, and the childminder has not completed a

self-evaluation to identify current strengths and weaknesses. As a result, there are no challenging targets to improve the provision for the benefit of children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY437148
Local authority	Doncaster
Inspection number	876083
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	11/05/2012
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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