

Inspection date	06/01/2014
Previous inspection date	05/08/2009

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 has not taken appropriate action to meet the actions identified at the last inspection. In particular, risk assessments are not fully effective in minimising hazards to children, particularly regarding the outdoor area and floor in the bedroom. Consequently children are not kept safe.
- The childminder does not routinely make accurate assessments of children's learning and use this information to plan challenging activities with sufficient depth and breadth to ensure that children make sufficient progress in their learning.
- Children do not benefit from a wide range of resources, daily outdoor activities or sufficient adult-led activities. This means that learning and development is limited and not always targeted to children's individual needs.

It has the following strengths

- Children are settled and form firm friendships with the childminder and her family.

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 looked at documentation, including safeguarding, risk assessments and children's records.
- The inspector observed children as they played and at lunch time.
- The inspector discussed children's progress with the childminder.
- The inspector conducted a risk assessment of the setting.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her husband who is registered as an assistant and three children aged three, five and six years in Ludlow, Shropshire. Her sister is a co-childminder. The whole of the house is used for childminding and there is an enclosed garden available for outside play. There are currently 17 children on roll who attend for a variety of sessions. The childminder operates all year from 7.30am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- develop methods for completing observations and assessments and use these and good quality teaching, to identify and target children's next steps in their learning, so they make good progress in every area of learning
- ensure the planning of challenging and enjoyable learning experiences is improved and includes daily access to outdoor activities, an appropriate range of adult-led activities and a wider range of resources
- ensure risk assessments are effective in removing or minimising all risks to children's safety, this includes: removing outdoor recycling boxes and old carpet, ensuring the washing line is not within reach of children and carpet gripper in the bedroom is inaccessible to children.

Inspection judgements

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

Since the last inspection the childminder has made some progress in developing the education programme with particular regard to children's knowledge and understanding of the world. For example, a poster displays different countries which will be used to celebrate different breakfasts around the world at the end of the month. Children are making adequate progress in their learning and development, although the childminder does not always plan effectively to extend learning opportunities. This means that, at times, children are not sufficiently challenged to make as much progress as they could. Children enjoy child initiated play but planned adult-led activities are limited, which means there is not a good balance of activities available for children. The quality of teaching is not good enough to effectively promote children's learning. For example, the childminder

selects puzzles for the children that are not age appropriate and children are unable to complete them. The childminder does not acknowledge when children need support in their learning and as a result, children sometimes appear uninterested and wander from room to room. Children do not benefit from daily access to outdoor play as this is restricted and depends on weather conditions and, although children do have outdoor suits, these are not utilised.

The childminder has limited knowledge of the learning and development requirements. For example, she can describe a basic overview of individual children's development, however, she acknowledges that as numbers increase this is becoming difficult to manage. Failure to carry out regular observations means that annual assessments are not always accurate in their content and consequently children's next steps in their learning are not identified in a timely manner. The childminder is able to talk about some of the progress the children make and is knowledgeable about their individual interests. However, this information is not used to plan future activities. As a result, children do not make adequate progress in the learning and development. The childminder does not monitor or evaluate activities to ensure that children's needs are being met in line with their next steps in learning. The childminder gives parents regular feedback both verbally and in writing and has established good relationships with parents in that they feel confident to comment in children's profile books on activities.

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

Children's safety and welfare is not fully protected because the childminder does not give sufficient regard to ensuring all welfare requirements are met. Risk assessments have not been effectively carried out, which has resulted in children being exposed to dangers in the setting. As a result, children are not kept safe within the setting. However, the childminder is warm and responsive to children, which supports their emotional security. A key person system is in place and helps childminder to form close attachments to children.

Children do not always have access to challenging and interesting resources or activities but move around freely between the two rooms and occupy themselves. For example, they show clear enjoyment when making dens out of sofas. However, there is a computer in the playroom but there is no suitable software for children to engage with and extend their learning in this area. The childminder does not offer daily access to outdoor play or offer visits to the local surrounding amenities. At present, the garden area is not safe for children to use, which prevents children from enjoying fresh air and exercise, which is needed for healthy development.

Children enjoy mealtimes sat around the kitchen table and benefit from healthy snacks of fresh fruit and regular drinks offered by the childminder to help maintain children's well-being. The childminder supports children's smooth transition between home and the setting by keeping in contact daily with parents and getting to know children well. This helps them to children settle well.

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

The childminder has failed to take satisfactory action, in relation to an action that was made at the last inspection about identifying and removing all risks so that children are kept safe from harm. This also continues to be a breach of the Childcare Register requirements and demonstrates a lack of ability to continuously improve. Risk assessment has been carried out in the childminder's home and this is evidenced by a folder holding comprehensive details, including risk assessments relating to outings. However, in practice the childminder does not effectively identify or take action to minimise risks, especially in the outdoor environment, which results in children's safety not being met.

The childminder has developed a range of appropriate policies and procedures to support the management of the setting, for example, safeguarding and complaints. She is aware of her responsibility to ensure that assistants and co-workers need to be suitably qualified and checked to ensure that children are suitably safeguarded. The childminder has yet to fully engage in self-evaluation and this has contributed to weaknesses in practice not being fully addressed.

The childminder develops appropriate relationships with parents and other professionals and she is aware of the importance of forming relationships with other professionals and providers involved in supporting the children's care and education. As a result, she liaises appropriately with local schools to support children's transitions.

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)
- ensure that all necessary measures are taken to minimise any identified risks (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	EY371729
Local authority	Shropshire
Inspection number	821282
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	17
Name of provider	
Date of previous inspection	05/08/2009
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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