

Inspection date	29/01/2014
Previous inspection date	21/02/2012

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		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 lacks knowledge and understanding of the learning and development requirements. As a result, children's learning is not fully assessed and children's next steps in learning are not planned.
- Children's next steps in learning are not sufficiently shared with parents and other settings so their learning lacks support and consistency.
- The childminder does not demonstrate a commitment to improve her practice with the children. This results in continued weakness in the provision.
- The childminder does not have a procedure for dealing with complaints from parents.

It has the following strengths

- Children are well settled and demonstrate close relationships with the childminder.
- The childminder has sufficient understanding of the safeguarding and welfare requirements, therefore, children's safety is supported.
- The childminder supports children in developing their communication and language skills.

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 in the lounge.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a range of policies and children's information records.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector took account of written comments from two parents.

Inspector

Helen Allanson

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband in Chesterfield. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play.

The childminder drives and walks to local schools and pre-schools to take and collect children. She attends the local toddler groups and takes children on various outings within the local area and further afield. Currently there are six children on roll, four of whom are in the early years age group. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority. The childminder's husband acts as an occasional assistant.

What the setting needs to do to improve further

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

- devise a procedure for dealing with complaints from parents
- undertake sensitive observations and assessments in order to plan to meet children's individual needs
- gain a secure understanding of the learning and development requirements of the Early Years Foundation Stage to support children's learning, development and well-being effectively
- develop systems to share information about children's learning and development and next steps with parents and other settings, which the children attend.

Inspection judgements

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

The childminder lacks knowledge of the learning and development requirements of the Early Years Foundation Stage. In particular, the childminder lacks confidence in observing and assessing the children's learning and planning their next steps in learning. She knows generally what the children can do and observes them during their play. However, the childminder does not assess children's progress across all areas of learning. As a result, their next steps in learning are not planned and information about children's learning is not shared with parents. Parents are given information about their child's day, but are not

provided with detailed information about their child's development across the seven areas of learning or with information that helps them to support their child's learning at home. Consequently, children's progress is not well supported and they do not gain the necessary skills to support their future learning.

Children develop their language and communication adequately throughout the day. The childminder encourages them to say new words and repeats their efforts clearly back to the children. For example, the childminder repeats 'what's that?' to demonstrate the correct pronunciation of the words. The childminder is aware of children's interests and supplies equipment for them to develop their ideas. For example, the childminder has created a small 'school' area for an older child who likes to play school. She has supplied her with a range of mark-making equipment and a pretend register to complete. This suitably supports her imaginative development and emerging writing skills. The childminder has made her own story sacks filled with books and visual aids. She shares these with children, encouraging them to make choices and handle the visual aids, which develops their imagination and fosters an interest in books. The childminder takes the children on trips in the local area. This develops their knowledge of the local area and gives them suitable opportunities to develop their physical skills.

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

The childminder has suitable settling-in procedures, which helps the children develop positive and close relationships with her. She finds out about children's interests and preferences through discussions with parents and observing what children play with. This means children's emotional development is suitably supported. Children are confident in the childminder's home and use the childminder as a secure base from which to explore the home and select toys to play with. The children are also excited to see the childminder's assistant when he arrives. The childminder supports children's behaviour well by calmly reminding them of what is acceptable. This means children feel secure about the childminder's expectations of their behaviour. The house is clean and well maintained. The childminder risk assesses the house before the children arrive each day and visits all trip destinations prior to taking the children to make sure they are safe. This keeps the children safe from harm. Children learn about keeping safe because the childminder carries out fire drills with them and they discuss about where would be a safe place to go in the event of a fire.

Children learn about appropriate health and hygiene routines. They are provided with healthy options for snacks and meals, such as fruit for snack and water and milk to drink. Children's understanding of healthy self-care routines is promoted through making posters for the bathroom area to remind children to wash their hands and individual towels are provided for drying hands. Children visit local parks and play with a range of physical equipment in the childminder's garden to access fresh air and physical exercise. They also attend local toddler groups to mix with larger groups of children. This develops their confidence in group situations and helps to prepare them for moving to other settings, such as school. However, as the childminder has limited knowledge of the learning and development requirements, children's all-round well-being is not well supported.

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

The childminder has a suitable knowledge of the safeguarding and welfare requirements meaning children are adequately protected from harm. She talks about the signs and symptoms of abuse and understands her responsibility in reporting concerns. The childminder carries out risk assessments of her home and outings, which means children are kept safe and secure. The childminder has a range of suitable policies and procedures in place, but does not have a procedure for dealing with complaints from parents. This has been previously raised as an action. Both the childminder and the assistant hold current first aid certificates, which help to support children's good health. The childminder has attended courses on sign language to help her support children with special educational needs and/or disabilities, and training to support play with two-year-old children.

The childminder lacks understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, children's progress is not assessed and appropriate next steps are not planned. This means the childminder cannot monitor the quality of the educational programme she offers and make required improvements to improve learning outcomes for children. This was raised at a previous inspection and the required improvements have not been sufficiently made demonstrating a lack of commitment to improve practice. The childminder has good relationships with parents and gives them information about the activities the children have taken part in, but does not share information about children's development and next steps in learning. Information is also not shared with other settings which children attend. Consequently, children do not have support and consistency in their learning. The childminder has a suitable understanding of the progress check at age two to assure early intervention if necessary.

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	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	207471
Local authority	Derbyshire
Inspection number	818061
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	21/02/2012
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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