

Inspection date

06/01/2014

Previous inspection date

01/09/2009

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 little understanding of the areas of learning and as a result, she is not able to plan educational programmes that offer children challenge or help them to make progress.
- The childminder does not consistently obtain children's starting points, complete observations, assess their progress or identify their next steps in learning. This means is not possible to establish whether children are making progress.
- The childminder does not obtain up-to-date information from parents about the children she is caring for and there are not effective systems in place for sharing information with other professionals. This means she cannot be sure she is meeting their health and welfare needs.
- The childminder is failing to meet the legal requirements with regard to suitability of people caring for children. As a result, children are not being kept safe.
- The childminder has a poor knowledge of the legal requirements of the Statutory framework for the Early Years Foundation Stage. As a result, she has not kept a record of complaints and has not sought permission for children to be in the sole charge of assistants.

It has the following strengths

- Children have close relationships with the childminder because she is loving and affectionate towards them.

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 main playroom and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of adults working with children, and requested the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with one adult child in a house in the New Mills area of Derbyshire. The whole of the ground floor and the rear garden are used for childminding. The family has three cats and one dog as pets.

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 five children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- improve teaching practice to ensure children are sufficiently engaged during their play and explorations so that they make connections in their learning, share their own ideas, and make better progress
- improve observation and assessment of children's learning to ensure it is consistent, robust and accurate and use this information to plan sufficiently challenging learning experiences that are tailored to meet children's individual needs
- maintain up-to-date records and share information with parents and other professionals working with children to ensure their needs are met at all times
- keep a written record of any complaints and their outcome and make the record of complaints available to Ofsted on request
- ensure permission is obtained from parents for children to be left in the sole care of childminding assistants, including for short periods of time
- ensure assistants who are in sole charge of the children for any period of time hold a current local authority approved paediatric first aid certificate.

Inspection judgements

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

The childminder has an insufficient understanding of the learning and development requirements. When children enter the setting the childminder obtains starting points from parents for some children but this is not consistent for all children. This means she does not know what progress they have already made when they enter the setting. As a result, she cannot plan educational programmes that take account of the skills they have already attained in order to help them progress towards next steps in learning. There are few observations made of children's learning and for some, no observations or assessments have been completed since they entered the childminder's care. The information entered on to tracking documents for those children who have been assessed is not dated, so it is not possible to ascertain their rate of progress from their starting points. The childminder does not demonstrate enough understanding of how much progress children should be making to assess whether they are making sufficient progress or whether all children are meeting the milestones for their age.

The childminder does not yet use information from the few observations and tracking documents she has completed to inform planning. As a result, she cannot be sure the activities she provides take account of children's prior skills or offer them sufficient challenge. In addition to this, observations of children's free play during the inspection demonstrated that for some children, there is little adult support for them in their play. As a result, they often move from one resource to the next displaying little interest. However, some children are appropriately engaged when they initiate interactions with the childminder and they enjoy age-appropriate activities, such as developing early literacy skills by sharing stories and developing critical thinking skills by putting shapes into a shape sorter. They develop communication and language skills through everyday conversations and they enjoy regular sessions at a number of playgroups where they experience adult-led activities, such as art and crafts. This means they are developing some of the skills they will need to make progress towards the early goals, for example, control over small tools and equipment.

The childminder has not sufficiently met a previous recommendation to develop links with other providers to provide effective continuity and progression by sharing relevant information. Although information is shared with the childminder by other early years providers for children who enjoy shared care, she does not use the information given to her to plan educational programmes that are tailored to meet their needs. In addition to this, advice given to the childminder by the local authority childcare coordinator as to how she can seek support for children with special educational needs, has not been acted upon. This means the childminder is not giving them sufficient levels of support to make certain they are making good progress from their starting points and narrowing the gaps. There are currently no systems in place for evaluating the impact of activities on children's learning. Recommendations from previous inspections to develop more systematic observations and assessments of each child's achievements, interests and learning styles and to use these to identify learning priorities and plan motivating learning experiences for each child, have not been sufficiently addressed. This means the childminder cannot be

certain whether the activities she provides support children's continued progress. There is not enough information about children's learning to ensure accurate and precise information is shared with the local schools when children move on to the next stage in their learning. This means the childminder cannot be certain they will enjoy continuity and have appropriate levels of support in their learning when they move on to school.

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

The childminder is failing to meet several of the legal requirements of the Statutory framework for the Early Years Foundation Stage with regard to the suitability of people caring for children. This means children's well-being and safety is not being maintained. She has not obtained permission from parents for children to be left in the sole care of childminding assistants, even for short periods of time. In addition to this, childminding assistants do not have current local authority approved training in paediatric first aid. This means they cannot give appropriate treatment if there is an accident to a child in their care. The childminder is also failing to meet the legal requirements for both parts of the Childcare Register because she is not making sure any person caring for children has skills and experience suitable for the work. The childminder does not obtain up-to-date information from parents about the children she is caring for and there are not effective systems in place for sharing information with other professionals. This means information that should be shared to protect the most vulnerable children, is not kept.

Nevertheless, children enjoy secure relationships with the childminder and they are happy in the setting, although they are not aware that they are not being kept safe at all times. They visit the setting with their parents to settle them in and this means overall, their emotional needs are supported when they enter the childminder's care. Children in the childminder's care develop some understanding of equality and diversity through activities they enjoy at playgroups and celebrations of culture, such as Chinese New Year and Diwali. This helps to prepare them for the larger social environment of school. Overall, children are well-behaved because boundaries are implemented consistently. Explanations given to them help them to understand why they should share and take turns and they are developing an appropriate understanding of 'right' and 'wrong'. Children demonstrate they are learning to tolerate each other's differences and as a result, they are developing suitable peer relationships.

Children learn personal hygiene through practical routines and this promotes their independence in self-care. As a result, they can attend to their own self-care needs when they move on to school. Children can make choices from a variety of healthy snacks and drinks and this helps them to understand how a healthy diet supports their overall well-being.

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

This inspection was brought forward by Ofsted due to concerns raised about aspects of the operation of the setting. The childminder has a poor understanding of the legal requirements and as a result, she is failing to meet a number of the legal requirements as

set out in the Statutory framework for the Early Years Foundation Stage. The childminder has not ensured that assistants who are caring for children have appropriate training and this means she is also failing to meet the legal requirements for both parts of the Childcare Register. She has not obtained permission from parents for children to be cared for by assistants. Although public liability insurance was obtained on the day of the inspection, she has been operating without appropriate insurance for seven months. The childminder does not keep a record of complaints made to her by parents or any record of the action she has taken to address them. She does not respond within the required timescales to parents who make a complaint and this means she is also failing to meet the legal requirements for both parts of the Childcare Register.

Policies and procedures are in place forbidding the use of mobile phones and cameras in the setting and this contributes to promoting children's safety. Policies and procedures are available for parents to view and this means they can stay informed about the service the childminder provides. The childminder has completed safeguarding training to develop her knowledge of safeguarding issues and she demonstrates a suitable understanding of how to identify the signs and symptoms of abuse. The premises are checked daily and the childminder has completed suitable risk assessments for the premises and places the children visit. The identification of visitors is checked. Children's attendance, including when they arrive and leave, is recorded and this means ratios are maintained. The childminder holds a current first aid certificate, which means she can give appropriate treatment if there is an accident to a child in their care.

There are no systems in place for evaluating the provision which means the childminder is not identifying weaknesses in practice or setting any actions for improvements. Targets for improvement are set through assessment by the local authority childcare support team. However, the childminder has not developed any action plans to set sufficiently challenging targets for improvements, that will fully support children's achievements over time. The childminder has an insufficient knowledge of the learning and development requirements so she cannot effectively evaluate how she is meeting them in practice. As a result, there has been little action taken to address previously identified areas for improvement. This means overall teaching is not of a high enough standard to help children make good progress.

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:

- inform parents who make complaints, the outcome of the complaint, within 28 days of the date the complaint was made; and make available to Ofsted, on request, a

summary of complaints and action taken as a consequence (compulsory part of the Childcare Register)

- have effective systems to ensure that any person caring for children has skills and experience suitable for the work (compulsory part of the Childcare Register)
- inform parents who make complaints, the outcome of the complaint, within 28 days of the date the complaint was made; and make available to Ofsted, on request, a summary of complaints and action taken as a consequence (voluntary part of the Childcare Register)
- have effective systems to ensure that any person caring for children has skills and experience suitable for the work (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	EY104086
Local authority	Derbyshire
Inspection number	948800
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	5
Name of provider	
Date of previous inspection	01/09/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

