

Inspection date	11/12/2013
Previous inspection date	17/03/2010

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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 failed to notify Ofsted of a significant event within the required timescales.
- The childminder does not securely understand the procedures she would take if there was an allegation made against her or a member of her household, which does not give the highest regard to children's overall safety.
- Teaching requires improvement because the organisation of the resources is not fully effective in enabling children to initiate their own learning and take part in planned, purposeful and engaging play.
- The childminder has limited knowledge of the progress check at age two and consequently, has not implemented or shared a summary of children's learning in the prime areas with parents.
- The childminder does not effectively monitor and evaluate her practice through obtaining feedback from parents and precisely targeting areas for improvement. This means that changes are not continually made to improve the provision further for children.

It has the following strengths

- The childminder provides praise and encouragement, which helps to build children's confidence and supports their understanding of acceptable behaviour.

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 made observations of the children while they were engaged in activities in the lounge and kitchen.
- The inspector looked at children's records, observation and assessment files, and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.

Inspector

Janet Fairhurst

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Prudhoe, Northumberland. The whole of the ground floor and the rear garden is used for childminding.

The childminder attends various activity and toddler groups. She visits the shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently eight children on roll, of whom four are in the early years age group and 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.

What the setting needs to do to improve further

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

- improve the knowledge and understanding of who to contact and what to do if an allegation is made against the childminder or a member of the household, to ensure children's safety is highly prioritised in such circumstances
- improve opportunities and the organisation of resources to ensure that children's learning and development is fully promoted by providing planned, purposeful play through a mix of adult-led and child-initiated activities
- develop knowledge and understanding of how to complete the progress check at age two to identify any areas where the child's progress is less than expected and to support them effectively
- devise and implement a thorough self-evaluation process and action plan, which includes the views of parents; to overcome weaknesses, identify areas for development and drive improvement.

Inspection judgements

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

The childminder has an adequate knowledge of the prime and specific areas of learning and provides a suitable range of activities based on children's interests. She uses observations to identify children's starting points, as well as information from parents to ensure that there is a shared understanding of children's developmental stage. She has

chosen to carry out some written observations of the children's learning along with areas to develop. However, these are generic observations and are not effectively linked to her assessments to provide a clear and accurate picture of children's individual progress. Through further discussion the childminder confidently talks about what children can do and is aware of areas of learning and development that she is concentrating on with children, such as their communication and language skills. Although, the childminder is aware of the requirement and has documentation to complete a progress check for children aged two years, she has not made plans to complete them, so that parents have a clear understanding of their child's development at this point.

Children enjoy being in the company of the childminder and are suitably occupied for a large part of the time. The childminder promotes children's communication and language skills appropriately. For example, lots of conversation takes place regarding Christmas as the childminder encourages them to think how Father Christmas will deliver their gifts. They become animated as they describe how he will come down the chimney. Children enjoy small world toys and engage in play together well, for example, they work together to construct a train track and help one another join the pieces together. The childminder gives praise to the children while working together to encourage sharing, turn taking and positive behaviour. She sits on the floor with the children and they talk about how many bricks they need to make a tall tower. Children respond, searching for more bricks out of the box and together they count how many they have. This opportunity helps develop children's early mathematical skills as they learn about numbers, space and measurement. During this activity children show that their handling skills are developing appropriately, as they hold the bricks firmly and place them on top of one another.

The childminder follows quite a structured routine which includes daily opportunities for the children to socialise with others in community groups. As a result, children are beginning to learn the necessary skills to prepare them for the next stage in their learning, such as school. Children enjoy their trips to the allotment garden where they learn about the world around them. For example, they harvest the crops of beans and tomatoes, and help to feed the hens and collect their eggs. The childminder talks about how she generally sets toys out for children, and provides some opportunities for them to participate in creative activities, such as drawing and painting. Consequently, she does not always make the best use of resources and space which enable children to explore their own ideas and initiate their own play. As a result, they do not always take part in good quality learning experiences that ensure they are fully motivated, engaged and able to learn skills through self-initiated play. The childminder informs parents about children's learning and development through daily conversations about the activities children have been involved in. This helps parents support their children's learning at home in order to promote a shared and consistent approach to their learning.

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

Children are happy and settled as the childminder provides a warm and caring environment for them. The childminder offers parents short settling-in sessions, which helps children to get to know the childminder, and to form secure emotional attachments. She gathers some information from parents at the start of their child's placement about

their individual routines, which means that she can support children's individual care needs. This combined with the warm and loving care provided by the childminder means children feel safe and reassured. Children enjoy varied outings in the local community and to other childcare activity groups, which broadens their experiences outside of the childminder's home. This helps them to develop their social interactions and confidence, preparing them for moving to other settings and to their next stage of learning.

Children behave well and willingly take part in the activities presented to them. The childminder regularly praises children during activities. This helps them to feel valued and develops their self-confidence. Children are relaxed as they play, which shows that they are happy and enjoy their time with the childminder. The childminder is sensitive to children's unique needs and personalities; she promptly recognises the signs that mean a young child is getting tired or needs to be reassured with a cuddle. The childminder has a suitable range of resources, however they are not freely accessible or stored within children's easy reach to successfully promote their independence and freedom of choice.

Children's health, physical and dietary needs are supported appropriately. The childminder is aware of children's individual dietary needs and any allergies. This is discussed with parents at the admission stage and recorded to ensure their specific needs are met. Children access the outdoor environment on a regular basis and enjoy plenty of opportunities to exercise and expend energy. They visit parks and soft play centres and these outings are effectively used to provide children with physical challenges and teach them about risk. For example, children learn to climb safely as they use a range of physical play equipment and learn about road safety as they walk to parks.

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

The childminder demonstrates a suitable understanding of the procedures to follow should she have child protection concerns about a child in her care, and who to speak to should she need advice or to make a referral. However, other aspects of safeguarding practice are not secure. For example, the childminder failed to inform Ofsted of a significant event which is an offence. Furthermore, she is not secure enough in her knowledge of whom she would contact or what she would do if there was an allegation made against herself or a member of the household. This is a breach of the safeguarding and welfare requirements of the Statutory framework for the Early Year Foundation Stage. The childminder does not hold a current first aid certificate as this has recently expired. She is however booked on a training course which will take place in January. Through discussion she confidently demonstrates how she would deal with any medical emergency so would be able to provide children with appropriate treatment if needed. Therefore the immediate impact on children's safety is minimised. The childminder knows it is her responsibility to ensure children play safely both within her home and on outings. To achieve this she carries out suitable risk assessments and ensures that children always stay within sight or hearing of her.

The childminder has a basic understanding of the learning and development requirements of the Early Years Foundation Stage. However, although all areas of learning are

adequately covered, the weakness in some aspects of the quality of teaching and learning, and the lack of opportunities for child-initiated play means that children's learning and development is not promoted as well as it could be. Parents are provided with an appropriate range of written policies and procedures, and relevant information is obtained from them at the beginning of the placement. The childminder exchanges information verbally with parents on a daily basis regarding children's care routines and the activities they have enjoyed. She has formed satisfactory links with the other providers who share the care of children, such as staff at the local nursery.

The weaknesses within the provision show that a lack of effective monitoring and evaluation takes place. Although the childminder is aware that changes have been made to the Early Years Foundation Stage she does not have a secure understanding of these changes in order to keep up-to-date with the legal requirements. The childminder does intermittently reflect on activities to see what she could improve. However, this is not sufficiently robust to identify clear areas for improvement and does not include feedback from parents. The childminder has not fully addressed the recommendations raised at the previous inspection, some of which remain areas for improvement. These include, developing individualised assessments for children's ongoing learning, and systems for self-evaluation. This does not demonstrate a positive attitude towards developing her practice to improve the provision for children.

The Childcare Register

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

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	403028
Local authority	Northumberland
Inspection number	943796
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	17/03/2010
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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