

Inspection date	21/02/2014
Previous inspection date	09/06/2011

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 limited arrangements for sharing information about children's learning and development with parents and also with other settings children attend do not keep parents well-informed or ensure continuity for children's learning.
- Teaching and learning is poor because the childminder lacks knowledge of the learning and development requirements.
- Observation, assessment and planning do not take place to help children make progress.
- Activities are mostly child initiated and lack challenge and focus due to the limited balance of purposeful, planned adult-led learning.
- Children's health and safety is compromised because the childminder minds children with infectious illnesses.

It has the following strengths

- Children form very strong bonds with the childminder and settle well, as a result.

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 dining room.
- The inspector discussed activities with the childminder.
- The inspector checked evidence of suitability and discussed self-evaluation.
- The inspector took account of the views of parents and carers and looked at various policies, procedures and risk assessments.

Inspector

Anne Barnsley

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with three children aged 8,6 and 4 years in a house in Lincoln, Lincolnshire. The whole of the house and the rear garden are used for childminding. The family has two cats as pets.

The visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6am to 6.30pm, Monday to Friday including bank holidays and also alternate weekends. The childminder also provides overnight care for one children at any one time. She is a member of the Professional Association for Childcare in Early Years.

What the setting needs to do to improve further

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

- provide parents with information about how the Early Years Foundation Stage is being delivered to children, the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home, with specific reference to the progress children are making in their learning and development
- implement the learning and development requirements effectively by improving knowledge of what is required and by developing the skills that enable this knowledge to be translated effectively into practice
- undertake assessment of children's learning to track and prioritise children's progress and developmental needs
- plan challenging and enjoyable experiences for each child in all areas of learning that reflect each child's individual needs, interests and stage of development
- implement each area of learning through planned, purposeful play and through a mix of adult-led and child-initiated activity
- put in place arrangements for sharing information with other professionals working with the child to enable a two-way flow of information between providers, when a child is attending more than one setting
- promote the good health of children by taking necessary steps to prevent the spread of infection and by taking appropriate action if children are ill.

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

The childminder has insufficient knowledge of the learning and development requirements. Therefore, this impacts significantly on the effectiveness of the teaching and learning that takes place. She does not understand the seven areas of learning and does not complete observation, assessment or planning to help children make progress with their learning and development. She has started to complete a progress check for a child aged two years, but due to her lack of knowledge is finding this difficult. The childminder has not updated her copy of the Early Years Foundation Stage framework, which refers to the current requirements and she does not use developmental tools, such as the early years outcomes to enable her to know which stage a child has reached in

their learning and development. The majority of activities are child-led, and while children enjoy playing and interacting with the childminder, they do not have a balance of purposeful, adult-led activities that are based on their next steps in learning. Due to the lack of observation, assessment and planning, the childminder is unable to keep parents or other practitioners who provide shared care, well-informed about what stage a child has reached and how she intends to move them on to their next steps. She does not provide parents with ideas about activities they can do at home to help support their child and she does not gather information from parents or other practitioners about achievements a child has made at home or at another setting, or of any special events that may be taking place that she can plan into activities. This means that parents and other practitioners are not fully involved in a child's learning and development and that children's learning is not consistent or consolidated to help them make continuous progress. It also means that the childminder is not keeping herself fully informed about each child's overall learning experiences.

Children do have access to a wide range of resources in a well-organised playroom. They also have the use of a lounge and the dining room, which provides them with plenty of space to explore and to use creatively. Children like playing with small world characters, inventing their own games such as princesses and castles. They have many different types of dressing up clothes, which they use to act out their favourite games and super-hero play. Children like painting and doing various crafts, which helps to develop their creativity further and also their skills for future writing as they learn to hold paint brushes, crayons and pencils correctly. Children develop their understanding of size and of different shapes by using puzzles, building blocks and construction sets. Through the support provided by the childminder they develop their understanding of counting and different colours. Children only have a very small garden to use, however, they play with sand and water outdoors and are able to do some growing activities, which helps them to learn about living things. They are taken out to two different parks, one with apparatus so they can develop their large muscles and physical skills, and the other, which is a nature park where they can see trees and plants growing. Further to this, the childminder takes the children on outings to a local farm to see animals and to a nature reserve where they can feed the ducks. Children also go to the town to visit the shops and learn about their local community. The childminder is very warm and attentive towards children and this promotes their personal, social and emotional well-being. Children enjoy sitting on her lap and chatting with her. They share books together and talk about the pictures and what is happening. This helps to promote children's language and listening and attention skills. The play that takes place occupies children well and they are happy and contented children. However, because the childminder does not have enough understanding of each child's stage of development or of their preferred learning styles and abilities, she is unable to target learning to the correct level for each individual child. Therefore, she does not know if children are receiving enough challenge in their learning to enable them to achieve to their maximum potential. In spite of this, children are secure and independent. They communicate well and are likely to have the skills they need by the time they start school.

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

The childminder does not promote the good health of children because she minds children for many days who are ill with infectious illnesses, before suggesting they should not attend. While on most occasions a child who is ill is minded alone with no other children present, there are occasions when this is not the case and there is a risk of spreading cross infection. This also impacts on the daily routine and the activities that take place for other children, because the childminder has to focus her attention on caring for children who are ill, including having to re-arrange special outings. She does this to help the parents, but in doing so, she is not putting the well-being of the children first. Medication procedures are implemented well and records are comprehensively maintained. The childminder also keeps parents very well informed about their child's health through daily feedback and through regular text messages.

The childminder establishes positive relationships with the parents by providing them with many settling-in visits before their child starts with her. During this time she finds out as much as she can about their child and discusses all her policies, procedures and risk assessments with parents so they can agree on how to organise the care, safety and routine for their child. For example, the childminder explains that she has safety gates and finds out if parents want one used on the stairs for their child. She explains that she has two cats in case children have any allergies. She also explains how both cats sleep for most of the day and how they use a window in the far corner of her kitchen to go in and out. This area is on the opposite side of the kitchen to where any food preparation takes place. Work surfaces and tables are cleaned with anti-bacterial wipes before being used to help ensure that these are hygienic. Parents are well-informed at this stage and are given the opportunity to offer suggestions about the needs of their child. These settling-in visits enable the childminder and the child to get to know each other well and help the child to feel secure and safe when they are left alone with the childminder. Children form very strong bonds with the childminder and the relationship between them is warm, caring and loving. Children are treated as part of the family and this promotes their personal, social and emotional development well. They learn to be independent, to take care of their personal needs and they are able to communicate their wishes with confidence. By the time they leave the childminder's to move on to their next setting, they are emotionally equipped for their transitions.

Children are provided with healthy snacks and meals, which promotes their health and well-being and helps them to learn about making healthy choices. They have plenty of daily exercise and fresh air and often visit parks where they use apparatus and learn how to take risks safely. Children learn about dangers and how to be safe and responsible, for example road safety, emergency evacuation and how to use resources safely. They understand the expectations of the childminder and are supported well with learning how to share, to take turns and how to play cooperatively with others. Children behave well and, because of the positive relationship they have with the childminder, they listen to her and are receptive and responsive to things she explains to them.

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

This inspection was brought forward due a concern that Ofsted received, which included an issue relating to the lack of information the childminder provides parents with about their child's learning and development. The childminder agrees that this is the case and is a result of her lack of knowledge about the learning and development requirements. She does, however, spend time each day talking to parents about what their child has done, how they have been and what visits they have been on. In spite of these daily chats, parents are not fully informed or involved in their child's learning and development and what the childminder is doing to help them make progress. They are unaware of what they can do to further support their child at home.

The childminder has an appropriate knowledge of safeguarding. She completes risk assessments that help ensure the premises is safe and secure and that regular checks are completed to ensure that the resources remain safe for children to use. Security systems ensure that children are kept safe from intruders and cannot leave the premises and effective safety measures help reduce the risk of accident or injury to children. The childminder understands her safeguarding duties and is able to recognise the signs and symptoms of child abuse. She has the appropriate policies and procedures in place for the safe and efficient management of her setting and she shares these with parents so that they know what she does to keep their children safe. However, she does not always implement her sickness policy robustly and this poses a risk of spreading cross infections, in addition to not ensuring that the welfare of children is prioritised effectively. Relevant suitability checks are completed for all adults living on the premises and the childminder maintains a visitors book and asks to see identification when people visit her setting.

The childminder does not keep herself appropriately informed of early years' issues and therefore, lacks knowledge about what is expected of her. The effectiveness of teaching and learning is poor as a result. She is not proactive in developing her knowledge and skills and does not actively seek training to help her to accomplish a better understanding. She has taken appropriate steps to address the action that was raised at the previous inspection and now has written permission from parents to administer medication, which helps to promote children's safety and welfare. She has also addressed two of the recommendations that were raised by undertaking regular evacuation drills and by completing risk assessments for all outings and trips. This contributes positively to keeping children safe. However, the childminder has not addressed two other recommendations that were raised. In the first of these, the childminder was asked to complete observations of children to cover all areas of learning to enable her to raise next steps to help them make progress in their learning and development. The second of these asked the childminder to introduce a system of self-evaluation to enable her to recognise the strengths and weakness in her setting and to take the appropriate action to drive improvements that benefit the children. Due to the fact that neither of these recommendations have been addressed, the childminder is unable to recognise where improvements are needed and therefore fails to take the action that is necessary to improve the learning and development for the children. The childminder has established positive relationships with parents, however, she does not involve them in their child's learning sufficiently well or keep them well enough informed about how they can make a contribution to their child's learning. Likewise, she does not seek information from other practitioners or provide them with information about a child's learning and development when children receive shared care. By not doing so, children do not receive continuity in

their learning to help them make as much progress as they can. However, children are learning to be independent and understand how to behave cooperatively. They communicate with confidence and learn the basic skills they need to prepare them for their eventual move to school.

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:

- provide parents with information about the activities the children will undertake (compulsory part of the Childcare Register)
- provide parents with information about the activities the children will undertake (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	EY405092
Local authority	Lincolnshire
Inspection number	952723
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	09/06/2011
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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