

Inspection date

15/01/2014

Previous inspection date

09/02/2012

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 quality of teaching is inadequate because the childminder has little understanding of the learning and development requirements and is not secure in her knowledge of the seven areas of learning.
- The childminder has insufficient knowledge to carry out the progress check at age two in order to identify children's strengths and any areas where their progress is less than expected.
- The childminder has not taken into account the resources that she provides, so that they are stimulating, challenging and support children's all-round development, emotional well-being and independence.
- The childminder does not share relevant learning and development information with parents, so that they can fully support and complement children's learning at home.
- The childminder has not ensured that all necessary records are kept, such as records of attendance, children's personal information and consent for outings. This compromises children's safety.

It has the following strengths

- Children develop close friendships with other minded children and extend their social skills as they mix with peers at the various groups they attend.

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 childminder's home and carried out a joint observation with her.
- The inspector held discussions with the childminder and talked to children during the inspection.
- The inspector looked at records, policies and procedures.

Inspector

Lynne Pope

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child, who works as her assistant, and two children aged 15 and 12 years in the Roker area of Sunderland. The whole ground floor of the house, except for the bedroom, is used for childminding. There is a back yard available for outside play.

The childminder attends local playgroups and soft play. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently nine children on roll, five of whom 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:

- develop understanding of the seven areas of learning and development so that children receive challenging and enjoyable experiences, and develop methods to review children's progress at age two
- provide resources that support children's all-round development and emotional well-being and that promote their independence
- share information about children's learning and development with parents, so that they can fully support and complement children's learning and development at home
- ensure that an accurate and up-to-date record of children's attendance is kept and for when the assistant is used, to demonstrate that ratios are maintained at all times and that the needs of all children are met
- obtain written parental permission for each child to take part in outings
- keep a record for each child that includes their full name, date of birth, name and address of every parent and/or carer, which parent/carers children live with and emergency contact details.

Inspection judgements

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

The quality of teaching is inadequate because the childminder has limited knowledge and understanding of the learning and development requirements, and this results in children making inadequate progress in their learning and development. She does not plan interesting and challenging activities or experiences across the areas of learning to ensure that children are developing and progressing. Therefore, practice is not matched to children's needs. The childminder is aware of the requirement to complete a progress check at age two. However, due to her lack of understanding of the areas of learning and development, she is not equipped to carry this out successfully to help her identify any delays or gaps in children's learning.

The childminder has an understanding of children's backgrounds and provides some support for their social and emotional development. She provides a secure base for them to explore the few resources that are available. Children show they have developed a bond with her as they seek her out for comfort and reassurance as they climb onto her knee. While the childminder does not plan activities to ensure that children are sufficiently challenged in their learning and development, children do enjoy some of the activities on offer. The childminder engages them in conversation, which helps them learn communication and language skills. For example, older children recall they got a crocodile for Christmas and the childminder encourages younger children to recall what they got. She ensures that children learn about numbers in everyday activities. For example, children are encouraged to count how many tentacles an octopus has and they show they can count in the correct order as they count the assistant's fingers up to eight. The childminder is aware that children like to sing songs and encourages their participation, asking what they would like to sing. Children show their pleasure as they choose what to sing and do the actions, such as hopping like a bunny. However, during the inspection, the television was on constantly and this has a detrimental effect on engaging children in purposeful play. As a result, children have few opportunities to develop ideas, solve problems or acquire new skills, and therefore do not fulfil their potential.

The childminder encourages children to fit shapes into spaces on inset boards or jigsaw puzzles. However, she lacks the knowledge about which area of learning the activity relates to from the Early Years Foundation Stage, to ensure that this is an appropriate activity. Consequently, she lacks the ability to identify whether the activity is too challenging or not challenging enough for the child to make progress in their learning. This does not fully support children's readiness for effective transition to nursery or school. The childminder keeps parents informed about what children have been involved in each day through discussion. However, her lack of understanding regarding observation and assessment means she has not shared relevant learning and development information with them. This has a negative impact on parents being able to have an effective input into their children's learning and development at the setting and in how they can continue their child's learning at home.

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

The childminder speaks with parents about children's individual care needs and demonstrates an understanding of children's likes, dislikes and dietary needs when they first start. She encourages parents to meet at outside venues, such as playgroup, and to have visits at the home prior to starting. This helps children to move happily from their home to the childminder's care. Children form secure attachments with the childminder as their key person, which supports their well-being when they are with her. Children's behaviour is managed sensitively. For example, the childminder has a calm and consistent manner with them and talks to them about how they can resolve any issues they might have. The childminder gives children timely reminders about how to manage their own safety, such as being careful in confined spaces. However, required records of children's individual details, including their home address and parental contact information, are not recorded or available for all minded children. This is a breach of requirements on the Early Years Register and the Childcare Register and compromises children's welfare.

The childminder ensures that the resources that are available for children are safe. However, she is not using sufficient resources and the planning of activities effectively enough to fully develop children's moves towards independence in choosing from a wide variety. The choices during the inspection were limited to one basket and some jigsaws were got out from storage. Through regular visits to the local parks, playgroups and soft play, children are able to access equipment, such as large climbing and balancing equipment, swings and slides, that helps to promote their physical skills. Children are offered a range of healthy snacks and meals, such as fresh fruit, brown bread for sandwiches and soup. The childminder develops children's choice and independence in this area as she offers a plate of chopped apples and bananas and children choose what they would like. This gives the childminder the opportunity to talk to children about their likes and dislikes and for them to learn about certain foods that are good for them. Some resources help children to learn self-care skills. For example, the childminder provides a doll that has laces on his shoes. She shows children how to tie the laces and helps them learn to do it for themselves.

The childminder is aware of the importance of working in partnership with other providers that children attend as part of the Early Years Foundation Stage. She receives and passes on information between nursery and parents about children's care and learning needs. She has developed relationships with the nursery teacher and talks to them about what children have done while there. This means she can talk to children about it while they are in her care to support the move to school.

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

The childminder demonstrates some knowledge and understanding of the Early Years Foundation Stage, although there are aspects which require significant development and have an impact on the childminder's ability to promote successful learning outcomes for children. A record of children's attendance has not been kept. This means children's welfare is not promoted as there is no clear record of when they are in the care of the

childminder and her assistant. This is a breach of requirements on the Early Years Register and the Childcare Register. The childminder takes the children out in her car and ensures that they remain safe at all times. She checks that they are securely fastened in and has a written policy that covers the safety of children, insurances, MOT and providing appropriate seating. However, she has not obtained written parental permission to take children on outings, which results in their safety being compromised when they are out and is a breach of requirements on the Early Years Register.

A written safeguarding policy is in place and the childminder knows the procedures to follow should she have any concerns about children's welfare. Written policies and procedures are made available to parents when their children first start, so that they are aware of the procedures the childminder follows. The action and recommendations raised at the last inspection have only been partially met. Children's safety is assured through the risk assessments that the childminder undertakes of the home, her resources and for outings she makes with the children. She knows and follows her own control measures, and through her practice, ensures children are supervised at all times. For example, her home and premises are kept secure, preventing children from being able to leave unattended. However, children's learning and development is compromised because the childminder has failed to fulfil her responsibilities in meeting the learning and development requirements, including the monitoring of the educational programmes. She does not plan for, observe or assess children's progress in relation to their ages and stages of development to further extend children's progress. This means that children are not encouraged to reach their full potential and is a breach of requirements.

The childminder demonstrates some commitment to improvement and discusses some areas for development in her home to benefit children. For example, she has plans to provide shelving in the living room so that children will have better access to resources. However, the childminder has not fully considered how she will involve parents in self-evaluation or how she will prioritise and achieve areas identified for improvement in order to ensure sustained improvement. Since the last inspection she has attended a training course on autism awareness, to develop her understanding about caring for children with autism. The childminder is aware of the need to liaise with local agencies should she care for children with special educational needs and/or disabilities, to fully meet their needs.

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 a daily record of the names of the children looked after on the premises and their hours of attendance is kept, and keep a record of when the

assistant is present (compulsory part of the Childcare register)

- ensure that a record is kept of the name, home address and date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/guardian/carer of each child (compulsory part of the Childcare Register)
- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance is kept, and keep a record of when the assistant is present (voluntary part of the Childcare register)
- ensure that a record is kept of the name, home address and date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/guardian/carer of each child (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	501497
Local authority	Sunderland
Inspection number	950750
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	09/02/2012
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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