

Inspection date	27/03/2014
Previous inspection date	22/02/2012

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 does not have a sufficient understanding of the learning and development requirements and how to effectively support children's learning. As a result, children's learning and development are not affectively observed, assessed and planned for.
- Partnerships with other settings and parents are not fully embedded. Meaning the childminder does not maximise opportunities to ensure a consistent approach to children's learning and development.
- The childminder is not clear about what to do if an allegation is made against her.
- The layout of the environment and resources provided do not fully support children's independence and emerging desire to learn and develop.

It has the following strengths

- The childminder is supporting children to learn about the importance of a healthy lifestyle and physical activity.

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 had a tour of the premises and observed activities within the childminder's home.
- The inspector looked at a range of paperwork including policies, children's records and risk assessments.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents views through letters that had been written to the childminder.

Inspector

Julia Sudbury

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Chatteris, Cambridgeshire. The whole of the ground floor and the rear garden are used for childminding. The family has one dog as a pet. The childminder attends local toddler groups and visits the shops and park on a regular basis. She collects children from the local school and pre-school. There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 6.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- implement the delivery of an educational programme that supports children across the seven areas of learning, which is tailored to individual children's stages of development, through the robust collection of starting points and ongoing effective observation, assessment and planning
- develop links with other settings and parents to enable a two-way flow of information, which will enable a consistent approach to supporting children's learning and development
- ensure a robust understanding of the action to be taken in the event of an allegation being made against the childminder.

To further improve the quality of the early years provision the provider should:

- improve the environment and resources so they fully support children's independence and emerging desire to learn and develop.

Inspection judgements

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

The childminder does not have sufficient knowledge and understanding of the learning and development requirements. For example, she is not able to talk about the prime and specific areas of learning. Consequently, she does not ensure the educational programmes have breadth and depth across the seven areas of learning or sufficiently challenge and

stimulate children. As a result, activities in the setting are mainly child-initiated and not consistent enough to effectively build on children's progress. In addition, the childminder has not implemented a system to monitor children's progress. Therefore, she is unable to demonstrate the progress children make while in her care or how she tailors children's learning to support their individual needs. As a result, the childminder does not ensure that children are acquiring the skills, attitudes and dispositions they need for the next stage of their learning.

The childminder occasionally engages appropriately in children's play by supporting children to achieve and asking questions that encourage thinking. For example, while looking at a book she talks about what is happening in the pictures and asks the children what makes them scared. However, the childminder does not regularly pick up on children's own cues and interests, meaning that many opportunities to extend children's enjoyment for learning and their next stages in development are missed. Furthermore, this lack of engagement in children's interests mean that activities only last for short periods of time and children flit between their play. This impacts on children's ability to become focused and deeply engaged in activities that support their ongoing active learning.

Children are supported during their entry to the setting through settling-in sessions and discussion with parents about children's routines. This helps to support children to feel secure and valued. However, the childminder does not consistently collect information on what children can already do. The lack of these starting points affects the progress children are able to make while in the childminder's care. The childminder tries to talk to parents most days, however, these discussions are focused mainly on care practices. Furthermore, where children are dropped at pre-school the childminder has not implemented alternative systems to keep parents informed. As a result, strategies for engaging parents in their children's learning and development are weak.

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

The childminder demonstrates an understanding of children's emotional needs and how to respond to these. For example, she calls to children to reassure them when she is out of sight and holds children close when they are having a bottle. However, at times, she does not always ensure children are actively engaged before she moves away and this results in children becoming unnecessarily upset. The childminder provides a range of resources to support children's interests and development and children show confidence in selecting from those which are freely available. However, the layout of the environment means that not all resources are freely accessible for children to self-select, and this impacts on the quality of the learning environment.

The childminder is supporting children to learn about the importance of a healthy lifestyle and physical activity. The childminder makes use of the local park and children walk to pre-school. She provides healthy snacks, such as fruit, and models good hygiene practices, such as washing hands. Children ask for tissues to blow their noses after they sneeze and competently wash their hands after use. Children behave well in the care of the childminder and are often heard saying please and thank you. The childminder provides support for the sharing of toys and children demonstrate kindness to younger children.

Feedback from parents shows they value the flexible care the childminder is able to provide. However, children who attend more than one setting are not adequately supported. A two way flow of information has not been developed and the childminder does not provide sufficient support in preparing children for their next stage of learning. As a result, children are not fully supported during their transition between settings.

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

The childminder has an understanding of her responsibility to safeguard the children in her care. She has in place a number of risk assessments and safety equipment, such as stair gates. The childminder has attended child protection training and is aware of the possible indicators of abuse and how to proceed should she be concerned about a child. However, although the childminder has a written safeguarding policy she is unclear about what she would do in the event of an allegation against herself and she is unable to demonstrate a robust understanding.

The childminder's self-evaluation and drive for improvement are weak. Self-evaluation of her provision has been carried out with the support of the local authority. However, the childminder is not able to identify areas for improvement that will have the greatest impact for the children in her care. While she has effectively addressed the action from her last inspection she has not sufficiently addressed the recommendations. Her knowledge and understanding of the learning and development requirements for the Early Years Foundation Stage is still poor and she is still not effectively monitoring children's progress. Both of those impact on the learning environment she provides for children in her care.

Systems to work in effective partnership with other settings have not been adequately developed. Furthermore, while the childminder has some links with parents with regards to care routines, improvements still need to be made around supporting children's learning and development, despite being noted as a recommendation on her last inspection.

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	EY247944
Local authority	Cambridgeshire
Inspection number	819707
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	22/02/2012
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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