

Inspection date

02/04/2014

Previous inspection date

11/12/2009

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 lacks knowledge and understanding of the learning and development requirements. As a result, children are not provided with a suitable educational programme that helps them make progress towards all the early learning goals.
- The childminder does not obtain information on what children can do on entry or effectively observe and monitor their progress. This means that they are not adequately supported to make good individual progress in all aspects of their learning.
- The childminder does not fully understand her responsibilities with regards to the Statutory framework for the Early Years Foundation Stage, including the accessibility of records available for inspection. As a result, management and accountability arrangements are not clear.
- Some aspects of the childminder's safeguarding procedures and record keeping do not fully meet statutory requirements. Children's records do not indicate parental responsibility and she has not shared her understanding regarding the use of mobile telephones and cameras with parents. As a result, children's safety and well-being is compromised.

It has the following strengths

- Children are happy and contented. They form close attachments with the friendly, caring childminder, who effectively promotes their social and emotional well-being.
- An adequate awareness of partnership with parents, results in clear communication.

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 as children played, speaking to them when appropriate.
- The inspector spoke to the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at policies, children's records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and family members.

Inspector

Kim Barker

Full report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in Stafford, Staffordshire. The whole of the ground floor, one room on the first floor for sleeping and an enclosed garden are used for childminding. The family has a dog as a pet. The childminder visits the shops and park on a regular basis and goes to local schools to take and collect children. There are currently four children on roll, three of whom are in the early years age group and they attend for a variety of sessions. The childminder operates all year round, from 8am 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:

- improve knowledge and understanding of the learning and development requirements, so that children are provided with a suitable educational programme, which enables them to make sufficient progress towards the early learning goals
- involve parents in their children's learning by improving the exchange of information on entry and during the placement and encouraging them to share their views and enhance children's learning and development at home
- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- implement each area of learning through planned and purposeful play, ensuring that practitioners consistently respond to each child's emerging needs and interests and guide their development through warm, positive interaction
- use routine assessment, such as the 'progress check at age two', to identify children's strengths and where their progress is less than expected. Provide parents with a short written summary of their development in the prime areas of learning
- ensure all records are readily accessible and available to maintain safe and efficient management of the setting
- ensure information obtained from parents at entry clearly indicates who has parental responsibility for children and with whom they normally live to ensure their safety and well-being is maintained
- improve knowledge and understanding of the Statutory framework safeguarding and welfare requirements, including the procedures for the safe and appropriate use of mobile telephones and cameras, which can be clearly explained to parents, carers and others.

Inspection judgements

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

The childminder is not familiar with the learning and development requirements of the Early Years Foundation Stage. She lacks knowledge of how to observe children, respond to their emerging needs and how to provide experiences that take account of the prime and specific areas of learning. She is not clear of how to use formative assessments as a way of monitoring children's development or her responsibilities to complete the 'progress check at age two'. Consequently, educational programmes are not adequately implemented to support individual children in making as much progress as they can. The childminder finds out about children's interests, likes and dislikes and uses this information to provide a range of resources and daily activities. However, this information links more to care than to learning. Therefore, children's starting points are not sufficiently gathered to allow for planning their learning in accordance with what children already know and can do. For example, children who have an interest in playing with balls are encouraged to continue this in her home, promoting personal, social and emotional development. The childminder sets out a variety of toys and equipment that is suitable for the age range of those attending. However, resources provided do not offer opportunities for children's learning and development across all seven areas of learning.

The childminder does not attempt to engage children in purposeful play. This does not promote the characteristics of effective learning and results in children becoming bored and not enjoying the satisfaction of achieving their own goals. The childminder supervises children rather than joining in their play. Interactions tend to focus on providing care or giving children instructions on what they can or cannot do. As a result, children lose interest and learning opportunities are missed. For example, children look for something to fit in the boot of a tricycle, the childminder offers some ideas, however, this does match with the child's thoughts and they quickly move onto another activity. The childminder has made some attempts to monitor children's learning and development, however, the information used is outdated. She is not yet skilled in identifying children's next steps in learning. This means that gaps in children's development are not easy to identify and target. This limits children's progress in their learning and development and does not prepare them sufficiently for future transitions, including school.

Parents are suitably encouraged to have pre-visits and build appropriate relationships. However, children's starting points are not established with parents to fully understand their abilities on entry. Consequently, initial assessments are not gathered to inform the childminder of where children are in their development. The childminder keeps parents informed about their child's daily care through regular verbal feedback and text messages. She informs parents about what their children have been doing and other important information that affects their care. However, the childminder's limited knowledge of the Early Years Foundation Stage does not effectively support parents in being involved in their child's ongoing learning and progress or in helping them to know how to support their child's learning at home.

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

The childminder focuses on establishing a relationship with parents to allow her to gain the necessary information needed to ensure that children's individual care needs,

interests, likes and dislikes are considered when planning for their attendance. A staggered settling-in period results in children who feel safe, secure and are settled. The childminder places an emphasis on building attachments with children. For example, as children arrive following a long break, she sensitively comforts them and allows them to sit back and observe others in their play until they are ready to take part. This promotes their personal, social and emotional development in making relationships and supports their self-confidence. Using previous childminding experience, the childminder develops respectful relationships. Children are confident and relaxed, which promotes their emotional well-being and they form good attachments with the childminder. As a result, children feel secure in moving around independently and making choices from the resources available to support their emerging skills. The childminder is a good role model for children. She encourages them to tidy toys away before moving onto the next activity. Behaviour is generally good; children are polite and use their manners well when talking to the childminder and visitors.

The health, safety and well-being of children are compromised. This is because the childminder has not taken sufficient steps to make sure that any mobile telephones or cameras used in the home are carefully controlled to prevent possible misuse that could affect the well-being of children. In addition, the childminder has not yet determined areas of her home where risks should be assessed, therefore, there are fewer opportunities to take steps to minimise potential risk. As a result, although children move independently around the areas available to them their safety cannot be assured.

The childminder promotes children's understanding of appropriate hygiene habits as they wash their hands before eating snacks. Snacks and drinks are served in the kitchen and she encourages children to make healthier options when necessary. The childminder further promotes children's health and physical development as they benefit from fresh air and exercise in her garden and when riding tricycles. Children are well supported in taking appropriate risk as they play outside with developmentally appropriate supervision and encouragement from the childminder in learning new skills. Children learn about their own health and well-being, which is encouraged through consistent routines. For example, children show their self-confidence in making their individual needs known as they bring a piece of fruit to the childminder when it is time for snack. As a result, children gain self-confidence, self-awareness and an understanding of their own needs.

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

Leadership and management are poor. The childminder is not familiar with the Statutory framework for the Early Years Foundation Stage. This means that learning and development and some safeguarding and welfare requirements are not met. As a result, children's safety and well-being cannot be assured and they are not making the best possible progress. The childminder has a sufficient understanding of how to recognise and respond to signs of abuse. Demonstrating her ability to protect children should they be at risk of harm or should an allegation be made against her or a member of her family. She understands about informing Ofsted of any significant events or changes and all adults

within the home have completed suitability checks. However, the childminder does not have a procedure in place that covers the safe and appropriate use of mobile telephones and cameras, which can be explained to parents, carers and others when necessary. Some relevant documentation and records are held by the childminder; however, they are not well-maintained or available for inspection. This includes essential information with regards to parental responsibility in children's records. As a result, a number of legal requirements are not fully met and the safety of children is placed at risk.

Systems for monitoring and self-evaluation are poor and fail to ensure that children's individual learning needs are met. Methods used by the childminder to review and improve practice lack rigour. She does not have a clear picture of the strengths and weaknesses of her practice and priorities for improvement are not successfully identified. This results in her training and professional development needs, such as her lack of knowledge about the Early Years Foundation Stage not being identified or addressed. This limits her understanding of the learning and development needs of the youngest children and how to provide appropriate opportunities to support these. Since the last inspection, little progress has been made; the childminder has not updated her knowledge and understanding of the Statutory framework and is yet to identify an effective process to plan relevant and motivating learning experiences for each child. Therefore, ongoing work is required to further improve the quality of teaching and learning experiences for children.

The childminder uses various methods to communicate with parents, resulting in partnerships that are generally good. However, she has not yet developed methods to complement what children already know and can do, therefore, children's learning and development is not fully supported. Nevertheless, feedback from parents is positive, stating they 'are very happy with the service'. There are some procedures in place and permissions gained from parents to promote individual children's health and safety needs. The childminder is a member of Professional Association for Childcare and Early Years and welcomes visits from advisors to support her professional development. She displays a caring and committed attitude to improving her practice so that it has a positive impact on children's care and development and to ensuring they make the best possible progress.

The Childcare Register

| | |
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| 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 | 209746 |
| Local authority | Staffordshire |
| Inspection number | 876305 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 11/12/2009 |
| 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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