

Inspection date	04/03/2014
Previous inspection date	29/06/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	1
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

- Children make very little progress in their development because the childminder has a poor understanding of the learning and development requirements. This results in educational programmes that do not adequately cover the seven areas of learning and activities that do not provide sufficient depth and breadth.
- The childminder does not share information with parents about children's learning and development. Consequently, they are unaware of any gaps in their children's learning and are unable to support any learning at home.
- There is ineffective use of planning, assessments and monitoring of the educational provision. This results in poor quality teaching and learning because children they are not provided with sufficient challenging experiences that are planned specifically to help them move forward in their learning.
- The childminder does not carry out self-evaluation. As a result, she is unable to identify areas for improvement to develop the service and improve children's learning.

It has the following strengths

- Children are happy and content. The safeguarding and welfare requirements are satisfactorily understood by the childminder through the use of policies and procedures, which are implemented daily to ensure children are kept safe.

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 children's activities in the playroom and dining area.
- The inspector held discussions with the childminder and assistant.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and assistants and the self-evaluation form.

Inspector

Mr Rasmik Parmar

Full report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a semi-detached property in a residential area on the outskirts of Harrogate. The whole of the ground floor area is used for childminding purposes. There is a fully enclosed area for outside play. The childminder works mainly with one assistant.

There are currently 21 children on roll, of whom 13 are in the early years age range. The childminder currently supports children with special education needs and/or disabilities. She operates all year round, 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 knowledge and understanding of the Early Years Foundation Stage, so that all children are provided with an educational programme that will enable them to make good progress towards the early learning goals
- provide challenging and enjoyable experiences for children in all areas of learning by gaining knowledge and understanding of the learning and development requirements, using robust observation and assessment of children's learning to identify and plan for their next steps and ensuring that children's progress is assessed regularly to identify any emerging gaps
- establish a two-way exchange of information with parents to support children's learning needs. Provide opportunities for parents to share initial and ongoing information about their child's learning to inform planning. Provide parents with information about children's progress that they can use to support their children's learning at home

Inspection judgements

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

The childminder has insufficient understanding of the learning and development requirements of the Early Years Foundation Stage. She does not have a secure overview of the educational programme to help children progress towards the early learning goals. The quality of teaching lacks sufficient depth, breadth and challenge and children's learning opportunities across the seven areas of learning are compromised. Activities are

not planned across the prime and specific areas of learning to enable children to sufficiently progress towards the early learning goals. Consequently, children do not adequately develop the range of key skills necessary for their readiness for school, when the time comes. The childminder does not have a clear understanding of each child's level of achievement, interests and progress. She maintains a 'scrapbook' for each child, some of which contain photographs of children participating in a variety of activities. However, there are no observational assessments carried out. The childminder does not have an understanding of how to identify each child's next steps in learning to suitably plan future activities. She does not have an understanding of how to monitor and track children's progress over time, to ensure any gaps in their achievement are quickly addressed. All this contributes to a breach in the learning and development requirements.

The childminder gathers information from parents about children's care needs and keeps parents informed about daily routines, such as times for eating, nappy change, sleep and about what children have participated in. However, she does not gather information from parents about what their children can already do in their learning and development. As a result, she does not have a clear understanding of children's developmental starting points, in order to plan an educational programme that reflects what they already know and helps them to learn more. Furthermore, parents are not kept up to date with children's progress because the childminder's own knowledge of this is lacking. As a result, parents are not aware of any gaps in children's learning and are, therefore, unable to support any learning at home. Activities and play experiences provided for children are not suitably challenging and are not directed towards their individual needs. This hinders the progress they are able to make. However, children do enjoy a simple range of experiences. For example, children make marks with a selection of crayons at the table or they learn to stack wooden blocks at floor level. However, the childminder does not have the necessary skills to enhance or extend these activities to further develop children's interests.

Children are beginning to develop language skills because the childminder talks to them throughout the day. She reads stories to children and explains what is happening. Children are developing an awareness of early mathematics as they learn to count the number of blocks. Children's physical development is encouraged because they regularly play outdoors in the garden on bicycles and play with balls. They also visit the local parks, soft play areas and go for walks as part of developing their physical well-being and their understanding of the local environment.

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

Children are welcomed into a caring environment, where they are valued and included. This supports their emotional well-being and demonstrates that they feel safe in her care. They are very much at ease and develop secure attachments with the childminder and assistant who are their key persons. The childminder and her assistant demonstrate a warm, caring nature. For example, the childminder cuddles and offers reassurance to children. The childminder's home is equipped with a suitable selection of toys and resources, which are at child-height, so that children can develop independence and have choice of what they want to play. As a result, children are developing some self-help skills

useful for later life. However, the childminder's lack of knowledge about how to plan, provide and use resources effectively to provide an educational programme that challenges children to learn more, impacts on their ability to make sufficient progress, particularly in the prime areas of learning. These areas are key to children's future learning and vital to ensuring they gain the skills they need for their all-round good development. In addition, although, the childminder gathers information from parents to meet children's care needs, this partnership working is not used to develop a shared approach to children's development.

Other aspects of promoting children's well-being are sound. The childminder and assistant are kind and attentive and meet children's individual care needs promptly. For example, all accidents are treated immediately, parents are kept fully informed and they countersign the accident book upon collection. This promotes children's well-being and enhances their sense of security. The childminder and assistant sit alongside children at their eye-level in the playroom, as they play and interact positively at all times. As a result of this close supervision, children are kept safe from harm. Children are encouraged to develop healthy lifestyles because the childminder follows good hygiene procedures and practices, which meet their physical, nutritional and care needs. The childminder follows good nappy changing procedures for younger children and older children are encouraged to wash their hands after using the toilet. Children have independent access to their drinks of water throughout the day and are provided with healthy snacks of fruit and yogurt for snack. Home-cooked meals, such as shepherd's pie, chicken roast dinner, sausages, mashed potatoes and steamed vegetables, contribute to children's growth and development.

Children learn to keep themselves safe as they are reminded to hold onto the banister when they go up and down stairs. The childminder is suitably vigilant to make sure that they are safe in the home and on outings. Children's well-being is supported as the home is secure and areas used by them are suitably clean and maintained appropriately. The childminder promotes good behaviour because she gives praise and encouragement. Children follow familiar routines, so they know what to expect. This suitably promotes children's confidence and self-esteem. Children go on daily walks around the community and visit local parks. They attend local toddler groups where they learn to be sociable with others and to begin to understand about their local area.

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

This inspection was prioritised following concerns raised about the childminder not working in accordance with parents' wishes or providing them with information about their children's progress. The inspection found that the childminder has not provided parents with information about their children's progress. This is because the childminder lacks the knowledge and understanding of how to promote children's progress through a challenging and individualised educational programme. Consequently, this impacts on her ability to share this information with parents. As a result, parents are not kept informed about their child's progress and some learning and development requirements of the Early Years Foundation Stage are not met. However, the childminder does have suitable arrangements for working with parents about children's care needs, such as the frequency

of nappy changing, and spends time discussing these on a daily basis. Overall, the childminder demonstrates a satisfactory knowledge and understanding of the safeguarding and welfare requirements and is, therefore, able to protect children in her care. She demonstrates a clear understanding of her role and responsibility in safeguarding children's welfare. The childminder takes appropriate steps to ensure the environment is healthy, safe and secure. She extends suitable risk assessments to outings, in order to promote children's well-being outside the home. For example, doors are kept locked at all times and children sit in appropriate car seats during outings. Any accidents are recorded and these details are shared with parents.

The childminder is not sufficiently secure in her understanding of the learning and development requirements of the Early Years Foundation Stage. Although, she is aware that children learn through play, the childminder is unable to ensure they are supported in all areas of learning. This results in children who are making very little progress in their learning and development. Observations and assessments are not carried out and information is not obtained from parents about children's starting points. The childminder does not fully understand that the identified next steps in learning should inform the future planning of activities and experiences. As a result, children are not provided with rich learning experiences that meet their individual learning needs, so enable them to make as much progress as they can.

The childminder does not have a culture of reflective practice and self-evaluation to ensure continuous improvement of her practice. She does not take into account the views of parents to improve her service. She does not monitor the quality of teaching and learning as her own knowledge and understanding of the learning and development requirements is lacking. As a consequence, there are significant gaps in her provision and a lack of ability to promote children's good progress and all-round development. The childminder has an adequate understanding about working in partnership with other settings, such as nurseries and pre-schools, to ensure consistency in children's learning. However, at present all children are solely cared for by the childminder.

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	401420
Local authority	North Yorkshire
Inspection number	957074
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	21
Name of provider	
Date of previous inspection	29/06/2009
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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