

Inspection date

Previous inspection date

28/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 has significant gaps in her understanding of the learning and development requirements and teaching skills in the Early Years Foundation Stage. She fails to ensure that the quality of her teaching and the resources available across all seven areas of learning is consistently effective to extend and challenge children in their learning and development.
- The childminder's systems for observation and assessment are weak and no information regarding children's starting points is obtained. As a result, the activities do not support and promote children's developmental needs in all areas of learning.
- Children are not suitably safeguarded because the childminder leaves sleeping children unattended in the car. She also has a limited understanding of the safeguarding procedures, putting children at risk.
- Partnerships with parents are not fully effective, resulting in parents not being fully included in their children's learning.
- Some significant hazards to children are not recognised by the childminder, putting children's well-being at risk.

It has the following strengths

- The childminder takes the children on regular local outings and participates in community activities.

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 reviewed documents relating to the care of the children.
- The inspector held discussions with the childminder about safeguarding and children's learning.
- The inspector completed a tour of premises used for childminding.
- The inspector observed the childminder in practice and her interactions with the children.

Inspector

Karen Cox

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 her son aged 12 years in the Grappenhall area of Cheshire. The downstairs of the childminder's home is used for childminding. There is an enclosed rear garden for outdoor play. The family have a cat. There are four children on roll, two of whom are in the early years age range. The childminder operates Monday to Friday from 8am until 6pm throughout the year.

What the setting needs to do to improve further

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

- ensure that confidential records are kept securely and are accessible and available to those who have a right or professional need to view them
- increase understanding of the Early Years Foundation Stage to ensure that children learn and develop through good quality teaching. Children must have access to suitable range of accessible and appropriate resources to maintain their interests
- develop a robust system for observation and assessment, including children's starting points and the progress check for children aged two, to identify next steps that fully support and extend children's learning across all areas of the Early Years Foundation Stage
- enable a regular two-way flow of information with parents and/or carers, to ensure information about children's progress is shared
- review health and safety procedures to ensure that all risks and hazards are identified and appropriately dealt with in order to maintain children's safety.
- safeguard children effectively by more vigilant supervision that ensures they are always within sight and hearing.

Inspection judgements

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

The childminder has not ensured that the requirements of the Statutory framework for the Early Years Foundation Stage are met. The childminder demonstrates an insufficient

knowledge and understanding of the seven areas of learning, with limited planning that does not provide children with sufficient challenge to help them progress. Age-appropriate jigsaw puzzles are readily available. However, interactions tend to focus on giving instructions rather than extending learning or introducing new vocabulary through repetition that reinforces learning.

Children enjoy playing with cars, the childminder talks to children while they play. However, she does not sufficiently support their learning. For example, children hear few examples of new language and they are not asked open questions. Therefore, their communication and language is insufficiently broadened. In addition, children play with a tablet computer for prolonged periods. Consequently, children do not have planned, purposeful play opportunities which respond to their emerging needs and interests.

There are few toys available for children to play with that encourages their exploration. Children become restless and on several occasions their behaviour deteriorates as a result of insufficient resources that fail to stimulate and challenge them, this hinders children's progress. The childminder has not made initial assessments on what children already know and can do in order to plan to move them forward. In addition, she has not completed the required progress check for children aged two years and shared this with their parents. However, she does keep brief information regarding observation and assessment, although there is little evidence that the childminder understands why children's progress should be tracked and monitored. Therefore, assessment is not robust and purposeful in order to inform the plans for the next steps in their learning. Instead planning is based on children's presumed interests rather than a precise understanding of their learning needs.

The childminder gives parents verbal feedback each day, including information about activities children have completed that day. Opportunities to help parents support their child's learning at home are not yet fully embraced. For example, parents are not fully engaged in contributing to starting points in their children's learning or offer information about what they know the children can do at home.

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

Health and safety procedures are ineffective in minimising hazards to children. While there is a daily check list for risk assessment, not all hazards are identified or appropriate action taken to keep children safe. For example, the childminder uses her fire daily and expects the children to know not to go near it, she does not use a nursery type fire guard, compromising children's safety. In addition, the childminder has left children unsupervised in her car, which does not promote their safety and well-being.

The storing of confidential information is not sufficiently robust, as a result, some documents are not available for inspection. For example, children's confidentiality is not maintained as the childminder leaves their records with another childminder. This is a breach of the statutory safeguarding and welfare requirements.

Overall, the childminder is warm and friendly, however, she is not able to keep children adequately engaged in activities which stimulate and excite them. At times, this results in children becoming bored and displaying disruptive behaviour, hindering any learning which is taking place. The childminder has a written behaviour management procedure and during inspection this procedure was adhered to, where children were praised for their good behaviour and appropriate strategies used to manage negative behaviour. Children are settled and comfortable in the childminder's home and they have warm relationships with the childminder. They snuggle up with the childminder in a blanket whilst having a snack of juice and a biscuit.

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

The inspection was brought forward by Ofsted following concerns being raised about the childminder's ability to safeguard children in her care. The inspection found that the childminder did leave a sleeping child in the car, unsupervised, which significantly compromises their safety. Arrangements for safeguarding children are inadequate because the childminder does not consistently meet the Statutory framework for the Early Years Foundation Stage safeguarding and welfare requirements. The childminder has a suitable safeguarding policy that meets the requirements of the Early Years Foundation Stage. However, this is not implemented effectively and the childminder's knowledge of safeguarding procedures is not robust. For example, the childminder is not clear about what action to take if she had concerns about a child, or felt that a child was at immediate risk from harm, which puts children at risk.

The childminder does not use any form of self-evaluation to assess the quality of the service that she provides. Consequently, she has not been able to identify priorities for improvement. However, she demonstrates a desire to attend further training and improve her provision. The childminder has an insufficient understanding of the learning and development requirements across the seven areas of learning, in particular, children do not receive a rich and challenging learning experience as planning is not targeted enough to offer a wide and varied range of experiences that reflect the needs, abilities or interests of the those attending.

Relationships with parents and carers are in place, with the childminder discussing children's needs on a regular basis at drop off and collection times. Communication is centred around what the child has taken part in that day.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY428260
Local authority	Warrington
Inspection number	961965
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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