

Inspection date

05/06/2014

Previous inspection date

23/10/2009

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's understanding of the areas of learning and how to support children's development is not robust enough. Furthermore, partnerships with parents and other settings with regards to children's learning and development, are not fully embedded. Consequently, the childminder does not maximise opportunities to ensure children's learning and development is fully supported.
- The childminder does not use regular observation, assessment and planning to support children's development. Starting points are not collected and the progress check for children between the ages of two and three is not completed. As a result, children are not fully supported in their learning and children who fall behind expected levels of development, are not supported to close the gap.
- The provider has insufficient knowledge of the safeguarding and welfare requirements and fails to ensure that these are implemented fully within her setting. As a result, Ofsted has not been notified of changes to the household and not all required records are robustly completed.
- Children are given inconsistent messages about the importance of hand washing, which does not promote a robust understanding of the importance of health and hygiene.

It has the following strengths

- The childminder has formed good bonds with the children she cares for and engages enthusiastically in their play. This ensures they feel safe, secure and valued.

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 checked evidence of suitability of household members and qualifications of the childminder.
- The inspector took account of the views of parents through written feedback.
- The inspector viewed the parts of the house and garden used for childminding.
- The inspector observed activities in the childminder's house and talked with the childminder and children.
- The inspector looked at children's observations and assessment records and a range of other documentation, including safeguarding procedures, the childminder's self-evaluation and a sample of policies.

Inspector

Julia Sudbury

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and grown up child in a house in Cambridge. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a local toddler group and singing group. She visits the library and park on a regular basis. The childminder collects children from the local school. There are currently 13 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates 8am to 9am Monday, 8am to 5.30 pm Tuesday to Thursday and 8am to 4pm Friday, term time only. She is a member of the 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:

- ensure records required for the safe and efficient management of the setting, are maintained, this particularly relates to records for all children, which note who has parental responsibility for the child
- improve understanding of the Early Years Foundation Stage to ensure that the requirements for learning and development and for safeguarding children and promoting their welfare, are securely implemented into practice
- improve the quality of teaching by: implementing a cycle of observation, assessment and planning to meet children's interests across the seven areas of learning; collecting information about starting points and ensure the progress check for children between the ages of two and three years is completed so that educational programmes meet children's needs and help them to make good progress
- establish strong partnerships with parents and other settings to ensure a two-way flow of information about children's learning and development, so that children are fully supported in making good progress towards the early learning goals
- maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.

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

- provide consistent messages to children about the importance of health and hygiene.

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. While she has some knowledge of the areas of learning, she is unable to identify the prime and specific areas. Furthermore, she does not have an awareness of the characteristics of effective learning. Consequently, she does not ensure that 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 robust system to monitor children's

progress. Therefore, she is unable to demonstrate the progress children make while in her care. As a result, the childminder does not ensure that children are acquiring the skills, attitudes and dispositions they need, which impacts on their readiness for school.

The childminder engages enthusiastically in children's play and she naturally narrates what they are doing. She occasionally links back to activities children have done before and reminds them about previous achievements. As a result, children sometimes spend longer periods of time engaged in activities that are of interest to them. While playing with trains she talks about the colours and how children are pushing them round the track. She sensitively repeats words back or provides extra vocabulary, which supports older children's communication and language skills. However, she is not as responsive to babies early babbling, meaning their early communication is not as well supported. The childminder provides some opportunities to support children's early mathematical development. For example, she asks children how many trains they have and talks about big and small trains as they play. Children's physical development is supported by a range of opportunities. Younger children have space to crawl, and resources to pull themselves up on. Older children are seen engaged with puzzles and wooden blocks. Children's personal, social and emotional development is supported. The childminder gives regular praise and encouragement and shows delight at their achievements. As a result, children have good self-esteem.

The childminder demonstrates some understanding of the children she cares for. She talks about some of their interests and is able to provide some examples of their current stages of learning and development. However, the childminder does not actively observe children or plan for their next stages of development. Furthermore, robust starting points are not collected. Written progress checks for children between the ages of two and three years are not being completed and children's development is not assessed. As a consequence, the childminder cannot be sure of children's progress and this impacts on appropriate learning challenges being set. Furthermore, where children's development is below expected levels, there is little targeted support to ensure the gap is closing. Where children attend more than one setting, robust links have not been developed to ensure a consistent approach to children's learning. While the childminder has daily discussions with parents about the day's activities, these are not sufficiently focused to ensure they are fully involved in their children's learning. As a result, children make slower progress towards the early learning goals as teaching is not targeted at prioritising children's next steps in learning.

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

The childminder's lack of understanding about her responsibility in meeting the safeguarding and welfare requirements impact on her care practice. For instance, some required records for the safety and welfare of children are not completed and this impacts on the provider's ability to support children's well-being. The childminder's home is warm and welcoming and she shows enjoyment in her role. Children quickly settle and are happy while in her care. She demonstrates an understanding of children's emotional needs and responds appropriately to these. For example, she calls to children to reassure them when she is out of sight and offers cuddles and support as they start to get tired. The

childminder has a flexible transition process, during which time she gets to know the child and their family. She gathers information from parents about their home routines and does her best to accommodate these. As a result, children are settled in the childminder's home and demonstrate secure relationships with her. The childminder ensures that children already in her care are involved in the arrival of new children by talking to them. Where possible, she also ensures settling-in sessions take place when other children are around. The childminder visits the local school on a regular basis and talks to children about moving on to school and pre-school. This helps to ensure that children are emotionally prepared for the next stage in their learning.

Children's independence is supported because the childminder provides a secure environment, which enables them to freely move about as they play. They show confidence and security, selecting toys and resources, asking for support when needed. A range of resources are stored so that children are able to self-select from them. The childminder ensures that these are changed on a regular basis in response to children's interests. The childminder gives clear messages about acceptable behaviour while in her home. For example, children are reminded not to throw toys and to help tidy up. The childminder also ensures children of all ages are supported to start to share resources. As a result, children are kind and caring towards each other and are learning about the importance of positive behaviour. The childminder supports children to learn to keep safe. For example, while on the school run, the childminder talks to children about crossing roads safely. When at home, she reminds children to sit rather than stand on chairs.

Children are provided with opportunities to learn about the importance of a healthy lifestyle. For example, the childminder has a garden which children have access to and makes use of the local park. This supports children to recognise the importance of fresh air and physical activity. Children are offered water to drink regularly, which ensures they remain well hydrated. Meals and snacks are provided by parents and the childminder works with them to ensure a healthy range of food is provided. However, the childminder does not always ensure children wash their hands before meals and snacks. This means, children are not given consistent messages about the importance of hygiene.

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

The childminder has some understanding of her responsibility to safeguard the children in her care. She is aware of the possible indicators of abuse and how to proceed should she be concerned about a child. She has safety equipment in place, such as cupboard locks and the childminder has a current first-aid certificate. She has a procedure to follow in the event of having to evacuate the house and carries out practices every few months. However, the childminder does not demonstrate a sound understanding of the legal requirements of the Early Years Foundation Stage. The childminder has not notified Ofsted of changes to people over the age of 16 living on the premises. This means that not all people living in the household have been vetted to ensure their suitability to be around children. Furthermore, her lack of understanding means that not all records required for the safe and efficient management of the setting are maintained. For example, she does not keep an accurate record of children's hours of attendance. This impacts on the

childminder's ability to ensure the safety of children in her care and are also breaches of the Childcare Register requirements.

The childminder is not sufficiently ambitious about developing her provision, which impacts on her ability to make improvements. The childminder has started to make some improvements in line with recommendations and actions raised at her last inspection. However, changes made have not been embedded, resulting in them not being consistently applied. This means her practice is not sufficiently robust to fully support children's learning and development. Educational programmes are not monitored to ensure they provide sufficient challenge for children. Furthermore, a robust cycle of observation, assessment and planning is not in place. This impacts on the ability of children to build on their interests and what they already know. As a result, children do not make the best possible progress in their learning and development. As a result, the childminder's understanding in relation to her role and responsibility in meeting the learning and development requirements is currently weak. Furthermore, the childminder does not regularly attend additional training and as a result, she has not kept up to date with regulatory changes. For example, she does not have a record of parental responsibility for any of the children she is currently caring for.

Relationships with parents and carers are in place, with the childminder discussing what children have done during the day at drop off and collection times. Feedback from parents shows that they value the flexible care she provides and the home-from-home environment. While the childminder links with parents sometimes about children's learning and development, this is not consistent enough to fully support children's learning. Furthermore, while the childminder is aware when children attended other settings, she has not built strong links to ensure that their individual needs are met. This means opportunities to identify and meet children needs are missed, impacting on the progress children make in their learning and development.

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:

- inform Ofsted of the name, date of birth, address and telephone number of any person aged 16 or over working or living on the premises (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- inform Ofsted of the name, date of birth, address and telephone number of any

person aged 16 or over working or living on the premises (voluntary part of the Childcare Register)

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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	222283
Local authority	Cambridgeshire
Inspection number	876373
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	23/10/2009
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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