

Inspection date

Previous inspection date

06/06/2014

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

- Teaching is weak because it is not well-matched to children's needs. This is because the childminder lacks knowledge of how to accurately identify and plan for children's next steps in learning. She also lacks knowledge of how to create a sufficiently stimulating and challenging learning environment, in order to support child-initiated play.
- The childminder does not demonstrate a sufficient understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, there are a number of breaches of the statutory requirements, which have a significant impact on children's safety and well-being.
- The childminder does not seek to work in partnership with the nursery school that children attend. Consequently, she is not aware of and does not complement children's learning.

It has the following strengths

- The childminder works in partnership with parents to support children to settle into her care. She develops warm and caring relationships with children, which contributes to supporting children's emotional well-being.

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 in the lounge and garden.
- The inspector held discussions with the childminder about children's play, learning and care routines.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability, qualifications, self-evaluation and improvement plans.

Inspector

Christine Armstrong

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and three children aged 11, seven and five years in Lichfield, Staffordshire. Children access the downstairs of the premises. There is an enclosed area available for outdoor play. The family have two cats. There are currently four children on roll, two children are in the early years age range. The childminder operates all year round, from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder and collects children from local schools and pre-schools.

What the setting needs to do to improve further

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

- improve knowledge of safeguarding policy and procedures, in order to respond appropriately in the event of an allegation being made against yourself or your family
- ensure effective risk assessments are carried out and suitable steps are taken to minimise all risks to children, particularly in relation to small stones in the garden
- ensure drinking water is accessible at all times, in order to support children's good health
- improve knowledge of how to accurately identify and plan for children's next steps in all areas of learning
- improve knowledge of how to create a stimulating and challenging learning environment, to effectively support child-initiated play in all areas of learning
- ensure children's learning and development is effectively supported by accurately identifying children's next steps in learning, and planning interactions and activities to support these
- ensure children's learning and development is effectively supported by providing interesting, stimulating and challenging resources to inspire and support child-initiated activity in all areas of learning
- work in partnership with other providers to complement children's learning when children attend more than one setting

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

Teaching is weak and children are not sufficiently prepared for school and their next steps in learning; the childminder has limited knowledge of the learning and development requirements. The childminder has begun to undertake observations of children's achievements. However, she is not familiar enough with the process of using this information to accurately identify children's next steps in learning. As a result, some of the next steps in learning, identified by the childminder, are not well-matched to children's stage of development. For example, the childminder identifies naming and sounding the letters of the alphabet as next steps for younger children, who are just starting to show an

interest in books and rhymes. However, these are next steps that are more suited to pre-school children who can hear and say the initial sound in words. Consequently, the childminder is not sufficiently focused on encouraging younger children to develop the skills of listening to, recognising and responding to simple stories, songs and rhythms, which are more suited to their developmental stage. This lack of knowledge also means that parents are not provided with accurate information, in order to support their child's learning at home. The childminder's limited knowledge also means that she is not aware of the importance of working in partnership with the nursery school that some children attend. As a result, she is not aware of children's next steps in learning identified by nursery school staff. Therefore, she is unable to complement children's learning at nursery.

However, the childminder is familiar with, and uses some suitable strategies to support, younger children's speech. She models building sentences by repeating what children say and adding another word. For example, when children say 'apple' the childminder says 'red apple'. She also uses some simple sign language and some commentary of what children are seeing and doing, which also supports children's language and communication skills. However, when older and more able children talk about making an octopus, the childminder does not capture any opportunity to support and extend their learning. For example, she does not introduce new words, such as suction cups, and she does not use positional language to describe where suction cups can be found on the octopus, in order to extend children's vocabulary and understanding of nature. She does not capture the opportunity to extend children's knowledge and use of numbers. For example, when children note that the octopus has eight arms, she does not use the language of 'more' or 'fewer' to compare this with how many arms people have. As a result, children soon lose interest and move away from the activity. This does not ensure children are supported to maintain their interest or test their ideas, which are skills required for future learning.

The childminder recognises some children prefer to learn outdoors and she supports this well by allowing children to move freely between the indoors and outdoors. However, her limited knowledge of the learning and development requirements means that she does not provide enough interesting resources or activities, in enough depth or breadth, to provide adequate stimulation and challenge for children. At times, this results in some children wondering around without any direction and uninvolved in active learning. For example, in the outdoor area children's attention and motivation is not maintained by the available chalks and playhouse, which has no small world resources inside to help ignite children's imagination. Indoors, playdough, crayons, jigsaws and board games captures children's interest for short periods of time. However, younger children's clear interest in collecting and transporting items is not supported because there are no carrying utensils and only limited items for them to collect. Resources, such as paint, water or sand that inspire children to explore and experiment are not made freely available.

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

In some instances, the childminder supports children's emotional well-being effectively. She develops warm and caring relationships with children, helping children to settle into her care. She encourages them to develop and enjoy positive relationships with other

children, which helps to develop their social skills and also contributes to children developing a sense of belonging. The childminder sets and maintains clear boundaries, which children respond well to. As a result, children behave well and learn to share and take turns, ensuring children enjoy a harmonious environment. The childminder works in partnership with parents and takes a very flexible approach to settling-in sessions when children first attend. As a result, if needed, children benefit from a number of short settling-in sessions, helping children to become confident and familiar with the childminder and their new surroundings. However, the childminder does not develop partnership working with the nursery school that some children attend, to ensure continuity in their care and to support children's move to school.

Children benefit from daily opportunities to play in the fresh air. They benefit from visits into the community and local parks where they play on large play equipment. However, because the childminder does not plan effectively to support children's next steps in learning, she does not ensure there are consistent opportunities to help children to develop their awareness about staying healthy. For example, although children benefit from a healthy and nutritious lunch, the childminder does not involve them in discussion about how this helps to keep them healthy. The childminder does not ensure drinking water is always available. This means children's good health is not fully supported and children are not developing an understanding about the importance of drinking frequently, especially in warm weather.

The childminder lacks knowledge of how to create a stimulating learning environment in her home and garden. This hinders children's choice, independence, self-care skills and ability to explore and gain an understanding of risk. Children's emerging understanding of how to stay safe is also compromised. This is because the childminder does not fully recognise the potential danger of the small stones in her garden. Therefore, she does not alert children to the choking risk.

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

The childminder does not demonstrate a sufficient understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Therefore, there are a number of breaches of the statutory requirements, which have a significant impact on children's safety and well-being. For example, the childminder demonstrates a significant lack of knowledge of her role and responsibility, in the event of an allegation of abuse being made against her or her family. In this instance, her policy and procedures do not prioritise children's safety and welfare. The childminder undertakes risk assessments and daily safety checks. However, these are not effective enough to minimise all hazards, in order to ensure children's safety. For example, although the childminder has risk assessed her garden, she has not recognised the risk of small stones that present a potential choking hazard, particularly to children under three years of age. The childminder is aware that it is a requirement to make fresh drinking water accessible to children at all times, but she states she has been unable to find an effective way to do this. The childminder has an adequate understanding of the potential signs of child abuse

and she is aware of whom to contact to report her concerns, which contributes to safeguarding children. Household members are known to Ofsted and appropriate checks have been undertaken, which also contributes to safeguarding children.

The childminder does not demonstrate a sufficient understanding of how to meet the learning requirements of the Early Years Foundation Stage. This is in relation to using her observations of children's achievements to accurately identify and plan for children's next steps in learning. It is also in relation to creating a stimulating and challenging learning environment, within her home and garden, and working in partnership with other provisions that children attend. Therefore, arrangements are not in place to ensure children are effectively supported to make the expected gains in their learning and development, taking into account their starting points and capabilities. These weaknesses also hinder the childminder's ability to accurately monitor children's progress and work effectively in partnership with parents. However, the childminder demonstrates a suitable attitude to developing her knowledge. In some instances, she recognises where and how improvements can be made. For example, she has plans in place to attend a training event to develop her knowledge of creating a more stimulating outdoor area.

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:

- keep and implement a suitable written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- keep and implement a suitable written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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	EY468944
Local authority	Staffordshire
Inspection number	944997
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 0
Total number of places	5
Number of children on roll	0
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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