

Inspection date

09/07/2014

Previous inspection date

15/05/2009

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 has a poor understanding of how to promote children's learning and development. She does not effectively use the information gathered through observations and assessments to plan appropriate activities for children. Therefore, teaching is weak and some children develop at a slower rate than the expectations for their age.
- The childminder does not promote children's continuity of learning because information about their learning is not gathered on entry or exchanged regularly with parents.
- The childminder does not provide enough opportunities for children to practise self-care skills. As a result, they have few independence skills.
- Children who speak English as an additional language do not have sufficient opportunities to use their home language in their play and learning. Therefore, the childminder does not support their language development at home.

It has the following strengths

- The childminder has sound knowledge of the required safeguarding procedures to be followed in the event of a concern. As a result, children are protected.

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 childminder's house and garden and talked with the childminder at appropriate times throughout the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at evidence of suitability of household members. The inspector
- also looked at a range of other documentation, including the safeguarding procedures.
- The inspector reviewed the childminder's hardcopy self-evaluation tool.

Inspector

Elke Rockey

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, three adult children and three children aged five, seven and 17 years in a house in Hardwick, Cambridgeshire. Three rooms are on the ground floor and the rear garden are used for childminding. The family has fish, one dog and one cat as pets. The childminder attends a toddler group. She visits the park on a regular basis. She collects children from the local schools. There are currently six children on roll, of whom one is in the early years age group and all children attend for a variety of sessions. The childminder operates all year round from 6.45am to 6.30pm, Monday to Friday, except bank holidays and family holidays. 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 that children make good progress in their learning by providing an appropriate balance of child-initiated and adult-led activities that are matched to their ages and stages of learning and development
- use observations and assessments of individual children to plan interesting and challenging activities to effectively engage them in their learning, in order to support their development
- develop systems for parents to share information about their children's learning so that continuity of is promoted between home and childminder, including information about children's initial starting points
- provide opportunities for children to consistently practise self-care skills so that they develop more independence
- develop knowledge of inclusive practice and linguistic diversity to ensure that children can use their home language in their play and learning.

Inspection judgements

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

The childminder shows a limited understanding of how to implement the learning and development and the assessment requirements of the Early Years Foundation Stage in

practice. Consequently, not all children's learning needs are consistently met. The childminder routinely observes children's skills and identifies their next steps of learning. However, the childminder does not use these learning assessments effectively to plan purposeful activities to support children's ongoing progress in their learning and development. Consequently, children are inadequately supported and are developing below their expected age range. The childminder does not plan adult-led activities, which means children do not progress at a good rate and they are poorly prepared for the next stage of their learning. Children repeat particular activities without any further challenge added by the childminder. For example, children push cars around a garage again and again. Although the childminder talks about the activity, there are no plans to extend it further to support children's next steps.

Children, generally, enjoy their time with the childminder as they are able to choose activities for the time they are in her care. For example, they choose floor puzzles to complete and invite the childminder to share in this experience. However, because teaching is weak, children lose interest in completing the puzzle. The childminder, generally, encourages children's language development by spending appropriate time playing and talking to them about what they are doing. For example, she labels shapes, colours and textures while reading books. However, the childminder does not provide opportunities for children who speak languages other than English to use their home language during play. Children are gaining an awareness of the concept of numbers as the childminder counts during activities. Children's physical development is somewhat promoted as they have access to a large garden area and regularly visit the park. The childminder encourages some social skills as they kick and throw balls back and forth to one another promoting turn taking. Additionally, a range of resources are available, such as electronic cash registers, which children are able to operate themselves and painting and play dough are offered regularly for children to develop their creative skills.

Partnerships with parents are not effective because the childminder does not share information about children's learning regularly. The childminder does not actively encourage parents to share information about learning that happens at home, nor does she gather any information about children's initial starting points from parents. As a consequence, valuable opportunities to discuss children's learning and development are missed. This has a negative impact on opportunities for the children to securely foster and embed the skills they require for later learning.

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

The childminder has developed secure bonds with children who attend her setting. Children demonstrate their attachment to the childminder as they invite her into their play and seek her out for reassurance from her. The children move around the home with confidence demonstrating suitable emotional security. The childminder gathers some basic information from parents when children first begin attending in order to meet their daily care needs. For example, the childminder knows what time children usually have a sleep and what they like to eat.

Children are learning to keep themselves safe. For example, children check to make sure

the stairgate to the kitchen is secure understanding that the room is off limits without the supervision of the childminder. Children behave well because the childminder praises them; consistently sending clear messages about what is acceptable behaviour. Although children are able to have choice in what they play, there are limited opportunities for them to practise self-care skills. For example, the childminder feeds children and puts their shoes on for them without encouraging the children to attempt the task themselves. As a result, children are not learning the necessary skills needed for future independence at pre-school or school.

The childminder promotes children's health appropriately. Children benefit from fresh air and exercise as they are able to play in the garden throughout the morning. Together, the childminder and children feed the fish in the pond, taking turns to throw in the pellets of food. This, generally, promotes children's social skills with familiar adults. The childminder provides a healthy snack of fruit for children and parents are encouraged to provide healthy lunches. The premises are clean and tidy with suitable resources stored safely, in clear, low-level boxes, for children to access. The childminder risk assesses all hazards thoroughly and takes extra care to ensure specific aspects, such as the fish pond and tree house are suitable for when the children are in her care. This results in children staying safe.

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

The childminder has a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and she demonstrates a sound knowledge of child protection procedures, to be followed. This includes identifying the signs and symptoms of possible child abuse and knowing who to report to. She is also clear on the procedures to follow in the event of an allegation being made against herself or any household member. The childminder has ensured that all members of the household are suitably vetted. She attends basic update training to refresh her knowledge of safeguarding issues and ensures that her first-aid practice is current. Registers are accurately kept and recorded information about children is adequate. Policies and procedures are up to date and parents are able to view the required information on display in the childminder's home. The childminder keeps children safe through clear risk assessments and considers hazards daily. For example, children are never left alone in the garden because of its size.

Improvement since the last inspection is poor. Not all the recommendations have been addressed as the childminder lacks the knowledge to help her improve. Although the childminder uses a local authority quality framework to evaluate her practice, identified points for development have not been actioned in a timely manner. These relate to the learning and development requirements. The childminder does not show a strong ambition to improve and as a result, practice to support children's learning shows a deterioration in standards.

Partnership with parents is poor. The childminder exchanges some information with parents to support her in meeting the children's routines on a daily basis. However, she

does not share any information about children's learning. She works with the local authority and knows to contact a representative if she requires further support for families or children. The childminder demonstrates an awareness of working with other providers.

The Childcare Register

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| 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 | EY343888 |
| Local authority | Cambridgeshire |
| Inspection number | 878258 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 15/05/2009 |
| 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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