

Inspection date	22/07/2014
Previous inspection date	03/02/2010

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 the signs and symptoms of abuse. This means she cannot identify if children are at risk from harm or abuse and therefore, she cannot ensure that children are kept safe.
- The childminder has not obtained written permission from parents for children to take part in outings. This is a breach of the requirements of the Early Years Register.
- The childminder has a very poor knowledge of the areas of learning and does not have a sufficient understanding of how children learn. This results in weak teaching that is not matched to all children's needs.
- The childminder does not use information obtained about children's skills and interests, or take into account their preferences for learning when planning. Consequently, activities do not provide challenge for children and they are not motivated to learn.
- The childminder does not involve parents in the assessment of children's learning and does not share information with other early years providers. This means she cannot be sure her assessment of their development is accurate and cannot effectively plan to support their progress.

It has the following strengths

- Children develop secure peer relationships and this helps to prepare them emotionally for the larger social environment of school.

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 main playroom.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and discussed planning.
- The inspector checked evidence of the suitability and qualifications of the childminder, the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

The childminder was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult sons in a house in the Monk Bretton area of Barnsley. The whole of the ground floor and the rear garden is used for childminding. The childminder visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently seven children on roll; four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am to 6pm, 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:

- access further training to improve knowledge of the signs and symptoms of abuse, to help identify children who may be at risk of harm or abuse
- ensure written permission is obtained from all parents for children to go on outings
- develop understanding of the seven areas of learning, to improve the quality of teaching so that learning experiences are promoted through good quality interactions with children that support their progress towards the early learning goals
- use information obtained about children's skills, interests and preferences for learning to plan educational programmes and provide resources that capture their interest, challenge them and motivate them to learn
- develop partnerships with parents to involve them in the assessment of their children's learning; ensure information about their children's development is regularly shared with them and they are kept them informed about how their children are progressing towards the early learning goals
- develop partnerships with other early years providers and ensure information is shared with them about children's learning to make sure assessment of children's progress is correct and children experience continuity in their learning.

Inspection judgements

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

The childminder has a poor knowledge of the areas of learning. Activities do not cover the prime or specific areas in enough depth or breadth and are not interesting to motivate children's learning. For example, an activity that is planned to explore people from around the world does not serve its purpose. There is no discussion about where different people come from, or the countries they live in, and the childminder does not help children to understand how their lives might be different to others. She is not perceptive to children's conversation and questions and this means they are not encouraged to share their knowledge through discussions. For instance, she does not explore a child's comment that some people bathe in the river. In addition to this, she does not demonstrate a sufficient understanding of how children learn. She has identified developing letter formation as a next step in learning for children. However, she does not consider how painting and drawing on a large scale in the outdoor area can promote developing writing skills in children who prefer to learn through outdoor play.

Starting points are obtained from parents and this means the childminder is knowledgeable about the skills children have attained when they enter her care. However, information about children's continuing learning is not shared regularly with them, or with other early years providers for children who experience shared care. She does not work in partnership with them to monitor children's progress so she cannot be sure that her assessment of children's development is accurate. As a result, she cannot be certain the next steps in learning she has identified for each child reflect the skills they have already acquired. Although the childminder observes children and gathers information about their interests, skills and preferences for learning, she does not use the information she has obtained to inform her planning. Consequently, the educational programmes are not stimulating, they do not adequately challenge children and the quality of teaching is poor. This means children do not enjoy good quality interactions that support their strong progress in all areas of learning. Nevertheless, children are making suitable progress in some areas of learning. They learn to count through everyday activities and they develop their critical thinking skills as they work out how to match pieces in jigsaw puzzles.

There are currently no systems for evaluating the impact of activities on children's learning. Weaknesses in the childminder's knowledge mean that she has not taken sufficient action to address recommendations from previous inspections. Planned learning is not sufficient or purposeful to ensure children are supported in making best progress. This means the childminder cannot be certain whether it is the activities she provides that support children's progress. The childminder is aware of her responsibility for completing the required progress check for children between the ages of two and three years. However, she cannot accurately identify which areas of learning she should focus on for the youngest children. As a result, she cannot be sure she has enough information about children's progress in these areas in order to provide an accurate assessment of children's strengths, or identify any gaps in their learning.

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

The childminder has not obtained written permission from parents for children to take part in outings. This is a breach of the Early Years Register. The childminder's overall lack of understanding about how children learn inhibits how well children can develop and learn. Therefore, their overall well-being is not supported. In addition to this, the childminder does not demonstrate a secure understanding of the signs and symptoms of abuse and this means she cannot identify whether a child might be at risk from harm or abuse. As a result, children are not kept safe. Nevertheless, she has a sufficient understanding of how to keep children safe during play and daily routines. They take part in regular walks to school and they visit the local park. They are shown how to risk assess for themselves. For example, the childminder teaches them to cross the road safely and supports their developing understanding of 'stranger danger'. As a result, they are learning strategies to keep themselves safe. By using age-appropriate explanations she teaches children to share, resolve disputes and play cooperatively. This supports them in developing secure relationships with their peers. Children receive consistent messages and as a result, they are developing a secure understanding of right and wrong. Children's behaviour in the setting is good.

The childminder understands children's need for additional emotional support during transitions. Some children enjoy short settling-in sessions with their parents. These help them to settle and provide some continuity in their care. Parents appreciate the service she provides and share comments, such as 'she is a lovely warm person' and she is 'pleasant, caring and polite, but firm'. Children receive suitable levels of support to get them ready for the move to the local nursery school and this means they are emotionally prepared. The childminder takes them with her to collect older children from school and this helps them to understand school routines. They become familiar with the teachers, so when the time comes for them to move on to the next stage in their learning, they are welcomed by an adult they know.

Children enjoy time in the fresh air during walks to school and regular trips to the local park. This extends their learning by providing them with large spaces to explore and they can test their skills on large play equipment. This means children can make some choices about their play while developing their physical skills. However, the childminder does not consider children's preferences for learning while in her setting. Consequently, children who favour learning through outdoor play do not have access to the garden and this limits their choices. Children develop self-care skills as they learn to dress themselves, wash their hands and develop independence in using the toilet. This means they can attend to their own personal care needs when they move on to school.

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

The childminder has an insufficient understanding of the learning and development requirements and this means educational programmes are not effective in supporting children's learning. She is not meeting the safeguarding and welfare requirements with regard to obtaining permission from parents for children to attend take part in outings.

She does not have a suitable understanding of the signs and symptoms of abuse. Consequently, she cannot identify when children might be at risk from harm or abuse and this means they are not protected. This is a breach of requirements of the Early Years Register and the Childcare Register. Despite this, the childminder has a suitable understanding of how to promote children's safety during play and daily routines. Daily checks of the premises ensure the rooms used for childminding are suitable for children to use. The childminder completes risk assessments of places children visit and these contribute to them being kept safe during trips.

The childminder holds a current first-aid certificate, which means that she can give appropriate treatment if there is an accident to a child in her care. Children's attendance, including when they arrive and leave, is recorded. These show that ratios are maintained. Accidents and medications administered to children are recorded in line with the legal requirements. Policies and procedures are available for parents to view. This means parents are aware of the service on offer to them.

Self-evaluation offers little information with regard to the childminder's own assessment of her service or any action plans to address weaknesses. Although she has received support from the local authority there are no plans for improving her service. There are currently no systems for evaluating the impact of activities on children's learning. Weaknesses in the childminder's knowledge mean that she has not taken action to address recommendations from previous inspections. Her understanding of the areas of learning is not sufficient to ensure she can effectively assess children's learning and promote their good progress. As a result, she does not have enough accurate information about children's development and this means when they move on to the local nursery school, continuity in their learning is not supported.

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:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (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	302743
Local authority	Barnsley
Inspection number	818667
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	03/02/2010
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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