

Inspection date	04/09/2014
Previous inspection date	13/10/2010

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		3
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 lacks sufficient knowledge of the procedures to follow in the event of any allegations made against any adults living on the premises, to safeguard children.
- The childminder does not plan effectively for individual children in order to provide challenging activities and experiences across all areas of learning.
- The childminder has not established links with external agencies to seek intervention and support for individual children, to narrow the gaps in their learning and to help them make good progress in their development.
- The childminder does not work effectively with all parents and with other early years settings that the children attend to help promote consistency of care and learning.
- Systems for self-evaluation are not effective in helping the childminder to identify priorities for development to ensure good outcomes for children.

It has the following strengths

- The childminder establishes positive relationships with children, to help them settle quickly and develop confidence.

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 held discussions with the childminder.
- The inspector observed children's play indoors.
- The inspector examined a range of documents.
- The inspector took into account the views of parents.

Inspector

Sarah Madge

Full report

Information about the setting

The childminder registered in 2006. She lives with her partner, one school-age child and two adult children in the city of Plymouth in Devon. Children use all ground floor areas of the childminder's home. Bathroom facilities are located on the first floor. The family has two dogs and a cat. The childminder provides care each weekday from 8am until 6pm all year round. There are currently three children attending who are in the early years age range. The childminder offers care to school age children up to 11 years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop a thorough understanding of safeguarding procedures to follow in the event of an allegation being made against adults living or looking after children on the premises
- improve the quality of teaching by planning activities based on what children need to learn next to support their development, so children receive appropriate challenge in all play experiences and activities
- ensure appropriate systems are in place to work with other professionals and parents so children receive support and intervention to narrow the gaps in their learning and help them make good progress
- improve the partnership with parents by routinely sharing information with them about their children's progress and how they can contribute to their children's learning at home
- develop links with other early years settings children attend to help provide consistency in children's care and learning.

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

- implement rigorous and effective systems for self-evaluation that identify priorities for improvement and set appropriate targets for future development, particularly in regard to meeting children's needs for their learning and development.

Inspection judgements

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

The childminder does not have an adequate understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. This means she is unable to implement these within her practice to support children's learning and development appropriately. The childminder takes children out at least once each day to local community groups and on outings, meaning much of her childminding takes place outside her home. Children benefit from regular fresh air, physical exercise and from their social interaction with other children during these outings, which supports their physical, personal and social development. However, children do not receive targeted challenges because the childminder does not link with these groups so that activities focus on children's individual learning needs. This hinders the progress children are able to make.

The childminder provides resources based on children's interests when at her home, which means that children enjoy their time at her home. However, she does not routinely plan activities for them based on what they need to learn next, in order that they make good progress in their learning and development. She allows children to make their own play choices, but does not recognise how she can support and interact with them to develop and challenge them in their learning.

The childminder makes some written observations of children in scrapbooks to show their experiences and some key achievements. However, she does not consistently identify children's next steps to plan focused activities to challenge them in their learning. As a result, children make slow progress in some areas of development, meaning they are not prepared effectively for their next stage of learning. The childminder has a basic knowledge of her responsibilities to complete the progress check for two-year-old children. Partnerships with parents are not effective. The childminder discusses some of the children's prior skills and abilities with parents when their children first start, to identify what children can already do. However, her lack of understanding of how to support children's development means she does not use this information effectively to plan appropriate activities from the start. The childminder is not fully aware of individual children's next steps in learning and her assessment systems are weak. Consequently, parents do not receive effective support or information to extend their children's learning experiences at home.

The childminder identifies concerns regarding children's delayed development and puts some general positive strategies in place in an attempt to support them. For example, she supports children's language skills through modelling appropriate words and sentences. However, she does not seek the necessary support and intervention from external agencies to provide specific support for children who are not progressing at the expected rate. Additionally, she does not share these concerns with parents in order that they are aware of any delays and able to seek the appropriate support and advice. This means some children underachieve in some areas of learning within the Early Years Foundation Stage because the childminder does not take effective steps to narrow the gaps in their learning.

Children develop adequate communication skills due to some of the childminder's positive teaching strategies. For example, they listened with interest as she made animal noises, linking them to animal names and toys. The childminder sat on the floor to maintain eye contact with children when they talked to her. This attention makes children feel valued and supports their ability to communicate. Children learn the value of numbers as the childminder counts everyday objects, such as animal toys and stairs. They develop an enjoyment of books as she sits them on her lap and points to pictures, to engage them in the story. The childminder supports younger children's physical skills by encouraging them to crawl towards the toy box to reach desired toys.

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

The childminder appropriately monitors the safety of her home through risk assessments. This enables her to support children's safety; for example, she keeps her pet dogs in a separate area of the house when minded children are present. Children practise regular fire drills to help them learn to evacuate the premises safely and quickly in the event of an emergency. This appropriately raises their awareness of safe practices to follow.

The childminder supports children's health appropriately. She wipes the hands of younger children before they eat, to prevent the spread of infection. Children enjoy nutritious options for snacks and are encouraged to drink water throughout the day so they do not become thirsty. They have fresh air and exercise when they go on daily outings. The childminder has a current first-aid qualification and follows appropriate procedures to deal with and record accidents, including informing parents. Children sleep on clean bedding in the travel cot. These procedures all help to promote children's health.

The childminder provides a bright and clean learning environment, where children feel confident to explore the available resources. These are stored in transparent boxes at low level to enable children to see the full range of resources and make independent choices in their play. The childminder seeks general information from parents about children's care routines. Children show they are happy and settle with the childminder. They enjoy her interaction during their chosen activities, such as when she pushes cars along the floor next to them. The childminder knows children well. For example, when a child becomes quiet, she recognises they are tired and invites them to cuddle her as she reads a story. Children form an emotional bond with the childminder, which helps them to feel secure. Consequently, children behave well. The childminder praises their achievements through her encouragement and positive interaction, which develops their self-esteem. She helps children to gain independence when dressing, by encouraging them to do up the zips on their coats.

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

The childminder lacks a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage to meet children's needs. She has a suitable understanding about keeping children safe when in her home, ensuring the premises are secure when children are present. The childminder maintains relevant policies, which she shares with parents. She keeps a record of children's attendance. The childminder has undertaken the required training for safeguarding, and consequently, has an appropriate knowledge to report any child protection concerns. However, she is not clear on the action to follow in the event of any allegations made against household members or adults living on the premises. Although this does not have an immediate impact on children's well-being and welfare, it is a breach of a statutory requirement of the Early Years Foundation Stage.

The childminder has a poor understanding of the learning and development requirements. As a result, she is not able to identify and plan appropriate next steps for individual children, nor does she seek the necessary intervention to narrow gaps in children's learning. Consequently, the activities and support provided do not sufficiently challenge children or help them make good progress in their learning and development. The childminder fails to form links with other early years settings children attend and is therefore unable to share relevant information to plan complementary learning experiences and promote a consistent approach. Parents receive verbal communication regarding care routines at the end of the day when they collect their children. Parents' comments seen at the inspection are positive about the care the childminder provides. They say that their children enjoy their time with the childminder and are often reluctant to leave the setting at the end of the day. However, the childminder's communication systems do not successfully engage parents so that they work effectively together to meet children's learning needs.

Self-evaluation is weak. The childminder has not considered areas for development within her setting, nor has she attended any additional training courses to improve her skills and practices. This has resulted in a failure to identify that she is not meeting all requirements of the Early Years Foundation Stage. The childminder demonstrates a limited capacity to improve her practice. She does not effectively evaluate what she does and its impact, to enable her to support children to make good progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY331390
Local authority	Plymouth
Inspection number	843934
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	13/10/2010
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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