

Inspection date

08/09/2014

Previous inspection date

26/11/2009

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 does not have a sufficient understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, teaching is weak, children's development is not being assessed and the progress checks for children between the ages of two-and-three years are not being completed in a timely manner.
- The childminder has insufficient knowledge of the safeguarding and welfare requirements and fails to ensure that these are implemented fully within her setting. She has not sought written parental permission from parents before medication is given.
- Partnerships with other settings and parents are not fully embedded and focus too much on care rather than precise learning. The childminder does not ensure a consistent approach to children's learning and development is fostered to maximise their progress.
- The childminder has made limited progress with regards to previous recommendations. Procedures to monitor the delivery of educational programmes, including the cycle of observation, assessment and planning, are not embedded. As a result, children are not robustly supported in their learning and development.

It has the following strengths

- The childminder has built relationships with the children in her care and parents value the calm setting she provides.

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 talked with the childminder and children.
- The inspector looked at a range of documentation including children's records, evidence of suitability of household members, safeguarding procedures and risk assessments.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took into account the views of parents through written feedback and face to face discussions.
- The inspector reviewed and discussed the childminder's self-evaluation of the provision.

Inspector

Julia Sudbury

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two grown up children in a house in Swaffham Prior, near Cambridge. The whole of the ground floor, toilet on the first floor and the rear garden are used for childminding. The family have four cats as pets. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 7pm, 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:

- improve understanding of the learning and development requirements to ensure the delivery of an educational programme that supports children across the seven areas of learning and is tailored to individual children's stages of development
- ensure that the progress check for children between the ages of two and three years is completed in a timely manner, and that the assessment accurately identifies the child's strengths, and any areas where the child's progress is less than expected
- obtain written parental permission before any medication is given to children
- undertake thorough and robust observations and assessments of children's learning and development, in order to plan effectively for each child's next steps, taking account of their levels of achievement, interests and learning styles
- improve the partnerships with parents and other settings, to ensure consistent support for children's 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 sufficient knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. While she has some

knowledge of basic 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 not focused and consistent enough to effectively build on children's progress. In addition, the childminder has not implemented a robust system to monitor children's progress, meaning that she is unable to demonstrate the progress children make while in her care. The childminder does not ensure that children are acquiring the skills, attitudes and dispositions they need for the next stage of their learning.

The childminder sometimes engages appropriately in children's play by supporting them to achieve and asking questions that encourage thinking. For example, she narrates what babies are doing as they play on the floor, talking about the scrunching noises that toys make. As they press buttons to make music play, she praises them and asks if they can do it again. This provides children with some opportunities to develop their physical skills and vocabulary. However, the childminder does not regularly pick up on children's own cues and interests. This means she does not recognise opportunities to extend children's enjoyment for learning and their next stages in development. Furthermore, as the childminder is not clear in what she is aiming for children to achieve, some activities last only short periods of time. Children do not have the opportunity to become fully engrossed in their play.

The childminder demonstrates some understanding of the children she cares for. She talks about some of their interests and has collected a few observations and examples of their work. However, observations do not take place regularly enough to effectively support children's development. Furthermore, the childminder does not assess children's development or plan for next steps in their learning as information about children's abilities and skills are not collected when they first start with her. The childminder has undertaken some progress checks for children between the ages of two-and-three years and has shared some information with the pre-school some children also attend. However, assessments have not been completed until after the child is three and a full and accurate assessment of their development in the prime areas has not taken place. As a result, the childminder cannot be sure of children's progress and this impacts on appropriate learning challenges being set. She is also unable to accurately identify any gaps in a child's learning and development that may indicate the need for further intervention. Furthermore, strategies to engage parents in their children's learning and development are weak. While she collects information when children start, this is mainly focused on care routines. Ongoing daily discussions inform parents briefly about what children have been doing but the information is mainly focused on care routines. As a result, the childminder does not develop a true partnerships with parents to engage them in consistently supporting children in their learning and development.

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

The childminder cannot assure children's safety and well-being as she does not request written permission from parents with regard to the administration of medication. This

means that she is unsure of any previous doses given by parents and does not have clear direction from parents about the reason for the medication. In other respects regarding children's health, the childminder is able to manage minor accidents and injuries appropriately as she holds a current first-aid certificate. Children are provided with opportunities to learn about the importance of a healthy lifestyle. For example, the childminder has a large garden which children have free access to. She makes use of local parks and this supports children to recognise the importance of fresh air and physical activity. Children gain an understanding of risk as they explore the outdoor area, negotiating low steps and ride-on toys. While out of the house the childminder supports them to cross roads safely and talks about who are safe adults to talk to. Children have free access to drinking water as they play and this helps to ensure children remain well hydrated. All meals and snacks are provided by parents and the childminder talks to parents to ensure they provide healthy and nutritious food.

Children are content while in the childminder's care. She demonstrates an understanding of children's emotional needs and responds appropriately to these. For example, she knows when children are starting to get hungry and ensures bottles are ready. The childminder has a flexible transition process, during which time she gets to know the child and their family. She gathers information from parents on home routines and does her best to accommodate these. As a result, children are settled in the childminder's home and demonstrate caring relationships with her. The childminder visits the local pre-school and school on a regular basis and talks to older children about them. This helps to ensure emotionally that children are satisfactorily 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. Low-level coat hooks enable older children to start to learn the importance of looking after their clothes. An adequate range of resources are stored so that children are able to make some choices about their play and activity. The childminder gives children clear messages about what is acceptable behaviour in her home. For example, she supports children of all ages to share and to be kind to each other.

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

The childminder's knowledge and understanding of the legal requirements of the Early Years Foundation Stage is weak. This results in breaches of the requirements, some of which also relate to the Childcare Register. This is with specific regard to the childminder's failure to seek and retain written parental permission for the administration of any particular medication to children. This compromises children's welfare. Other aspects of children's safety are addressed. The childminder has a clear understanding of safeguarding procedures and how to keep children safe from harm. She has attended child protection training and keeps written procedures to follow in the event of concerns about a child's welfare. The childminder has risk assessments in place, including for activities away from the home. She has safety equipment in place such as, stair gates and socket covers. Members of the household are checked through the Disclosure and Barring Service to ensure they are suitable and the childminder has a current first aid certificate.

Procedures to follow in the event of having to evacuate the house are in place. As a result, children are cared for in a safe and secure environment.

The childminder's drive for improvement is weak, which impacts on her ability to make sustained improvements in her practice. The childminder has made some limited improvements in line with recommendations raised at her last inspection. However, the changes she has made are 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 and assessment are not in place, which impacts on the ability of children to follow their interests. As a result, children do not make the best possible progress in their learning and development.

Relationships with parents and carers are in place with the childminder discussing children's care needs on a regular basis at drop off and collection times. Feedback from parents shows that they value the flexibility that the childminder provides. They comment on the caring and nurturing environment she has created. However, strategies for engaging parents are too focused on care needs and not enough importance is placed on supporting children's learning and development. While the childminder has built links with the local pre-school, most of the communication is again based around care needs and not children's specific learning and development. This means tailored support for children is not provided consistently, limiting 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:

- keep records of any medication administered to any child who is cared for on the premises, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register).
- keep records of any medication administered to any child who is cared for on the premises, together with a record of a parent/guardian/carer's consent (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. 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	223105
Local authority	Cambridgeshire
Inspection number	876383
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	26/11/2009
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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