

Inspection date

11/09/2014

Previous inspection date

05/06/2009

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

- Children are not adequately safeguarded because the childminder has a weak knowledge and understanding of the different types of abuse and how to recognise a child who is at risk from harm. In addition, she is not aware of the child protection professionals to contact for advice and support when necessary.
- Children are not making good progress in their learning and development. This is because the childminder has a very limited knowledge and understanding about the different ways children learn and does not plan effectively for their individual needs.
- The childminder is not fully aware of how to observe, assess and check children's progress. Therefore, any emerging gaps in children's learning are not quickly identified. In addition, information is not effectively gathered from parents when children start, in order to plan effectively for children's individual learning.
- The childminder does not work effectively in partnership with others and so has a very limited understanding of how to make suitable arrangements to meet the needs of any child requiring specialist support.

It has the following strengths

- Children are developing positive communication skills because the childminder sits close to them during play and engages in a range of conversations.
- Children feel safe and secure in the childminder's care because she reassures them when they are unsure about new situations and comforts them when they are upset.

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.
- The inspector had a tour of the premises.
- The inspector held conversations with the childminder and children throughout the inspection.
- The inspector sampled children's observations and assessment records.
- The inspector checked evidence of the childminder's suitability, qualifications, policies, procedures and children's registration documents.
- The inspector took account of the views of parents through a range of cards and letters the childminder keeps.

Inspector

Laura Hoyland

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 18, 17 and 14 years in a house in Hutton Rudby, close to Yarm in Cleveland. The whole of the ground floor and the rear garden is used for childminding purposes. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 16 children on roll; three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.15am to 6pm, 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:

- develop knowledge and understanding of the different types of abuse in order to identify, understand and respond appropriately to signs of possible abuse and neglect and know who to contact with a safeguarding concern
- develop a clear understanding of the prime and specific areas of learning and the different ways in which children learn and develop
- use children's individual needs and stages of development to plan challenging and enjoyable experiences for each child
- obtain early information from parents about what their child can already do when they start at the setting and observe children regularly, in order to accurately plan for children's next steps and close any gaps in their learning
- conduct a progress check for each child between the ages of two and three years and provide parents with a written summary of their child's progress in the prime areas
- develop partnership working with other professionals in order to gain the knowledge of how to access advice and make appropriate arrangements to promote the learning of those children who may need additional support, including those children with special educational needs and/or disabilities.

Inspection judgements

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

Children are not making good progress in their learning and development. This is because the childminder has a limited knowledge and understanding of how children learn and develop. She is not aware of the prime and specific areas of learning or how to plan and challenge children in their play. Overall, children are happy because they are provided with resources that the childminder knows they enjoy playing with. However, they are not sufficiently challenged to make good levels of progress because the childminder does not have a thorough enough understanding of each child's stage of development or what they need to learn next. In addition, children's capabilities are not thoroughly discussed with parents when their child first attends the setting and this means the childminder does not gain a sound understanding of what children can already do. This affects her ability in order to plan effectively to support their future learning. The childminder periodically observes children during play, but observations are not effectively used to monitor children's progress or identify any gaps in their learning. For example, she does not know how to assess what progress children are making and has not completed the required progress check for children between the ages of two and three years or shared a written summary of this with the child's parents.

Children are developing some skills required for successful learning at school. They engage in conversation during their play and the childminder asks a range of questions to support children to develop their confidence when speaking. The childminder sits close to children and repeats words in order to develop their vocabulary. Children are confident and ask for support from the childminder when needed. They choose their own resources to play with, showing independence. The childminder encourages children to wash their hands before eating and manage their own personal hygiene dependent on their age and stage of development.

Children use their imaginations as they play with felt pieces to make pictures. They creatively scatter pieces onto a board and show the childminder what they have made. The childminder praises children's creativity and values their work. Children are learning about their local community as the childminder takes them on regular walks and out to see the horses in the fields. Children thoroughly enjoy being outside and ask when they are going out to play. Pretend tea sets are readily available for children to access and they confidently pretend to make meals and snacks. They are learning coordination and physical skills as they carry the trays with the imaginative meals they have made. The childminder is always close by to encourage children's play. Verbal feedback at the end of each day is given to parents about what resources children have accessed and what they have enjoyed taking part in. This means parents are informed of their child's day.

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

The childminder has made positive attachments with all children and she knows which children need extra reassurance in order to feel safe and secure. She cuddles them when

they are upset and understands that new situations often make children feel apprehensive. However, the childminder has limited safeguarding knowledge and understanding. This means children's welfare is not adequately protected because she does not know the different types of abuse or the indicators that would allow her to recognise if a child was at risk of harm. Consequently, although children settle well in the childminder's care and know they can turn to her when needed, she does not have the secure knowledge needed to fully protect them from potential harm. The childminder follows children's routines and talks to parents about each child's dietary requirements and allergies. She gathers information from parents during the settling-in sessions in order to care for children's individual needs.

Children behave well in the setting because the childminder has built strong relationships with children. They know what is expected of them and they show respect for the childminder and resources. On walks and outings, the childminder talks with children about road safety. This means they are starting to understand how to identify and manage some dangers in the environment. Children play on the trampoline outside. They know the rules of this type of play and the childminder ensures the safety net is always closed to keep children safe. Children tidy away resources and are developing an understanding of how to respect toys and how to keep the indoor environment free from trip hazards.

Parents provide meals and snacks for their children. The childminder ensures there is always fruit for children if they are hungry. She promotes washing of hands prior to eating and after playing outside. Regular outdoor play and walks mean children access fresh air daily and have opportunities to exercise. The childminder has invested in a large garden summer house, which means children can play outside even in inclement weather.

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

The childminder has a very limited knowledge and understanding of the different types of abuse and the recognisable signs and symptoms of abuse. She has not attended any safeguarding training and is not aware of who to contact with any concern about a child's welfare. As a result, children are not adequately protected from harm in her care. This is a breach of the legal requirements of the Early Years Register and both parts of the Childcare Register, and has a significant impact on children's overall safety and welfare. All adults living on the premises have been vetted and are suitable to be in contact with children. The childminder risk assesses her premises regularly to ensure they are safe and suitable for children.

The childminder has not attended any training since her last inspection. She has not engaged with the local authority support services, even though they have offered support and guidance. The childminder has not kept up to date with changes to the Statutory framework for the Early Years Foundation Stage and therefore, planning for children's individual needs is weak. The childminder is not aware of the prime and specific areas of learning or how to effectively challenge children in their play. Assessment arrangements are not effective in tracking children's progress and the required progress check for

children between the ages of two and three years has not been carried out. As a result, children are not making good enough progress from their starting points. In addition, the childminder lacks knowledge of the professional agencies available to offer guidance and support should she care for a child who needs additional help, such as those with special educational needs and/or disabilities. Consequently, partnership arrangements are not secure enough to ensure that all children's individual needs will be met.

Self-evaluation is weak and this impacts on the childminder's ability to focus on how she can improve the quality of her service and the outcomes for children. For example, she has not reflected on all recommendations raised at her last inspection in order to improve her provision further and, although she is aware of the local authority support service, she currently does not feel the need to use this. The childminder has a range of letters of appreciation and compliments cards from parents, showing that relationships with parents are sound. She talks to parents daily to keep them informed about their child's care and play experiences and they indicate that they are pleased with her service.

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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (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	504070
Local authority	North Yorkshire
Inspection number	877201
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	16
Name of provider	
Date of previous inspection	05/06/2009
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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