

<b>Inspection date</b>	07/01/2015
Previous inspection date	21/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- Teaching is weak. The childminder is not using ongoing assessment, which includes the progress check for children between the ages of two and three, or observations effectively. As a result, she is unable to understand children's levels of achievement or plan for their next steps in learning. Consequently, children are not making good progress.
- Children's well-being is not effectively promoted because health and hygiene routines are not effective. As a result, children do not develop sufficient independence or learn a suitable understanding of the importance of leading healthy lifestyles.
- The childminder does not work effectively in partnership with parents. She is not able to provide them with information about children's progress and learning. Consequently, she is unable to support them in extending their children's development at home.

### **It has the following strengths**

- Children are happy and settled in the care of the childminder. They demonstrate suitable behaviour and are kind to their peers. Their personal, social and emotional development is encouraged through regular praise and encouragement.
- The childminder is aware of the signs and symptoms of child abuse and is confident to report concerns, in line with Local Safeguarding Children Board guidelines.

## 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 general play and the snack and lunch time routines in the childminder's house. She talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of household members, and a range of other documentation. The childminder's first-aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector reviewed the childminder's self-evaluation.

## Inspector

Jo Rowley

## **Full report**

### **Information about the setting**

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children, in a house in Cambridge. The whole of the ground floor of the childminder's home and the rear garden are used for childminding. The family has a dog. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and local parks on a regular basis. She takes children to and collects them from local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group. All children attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except for 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 ongoing assessment involves observing children in order to shape learning experiences; deliver all areas of learning through planned, purposeful play to ensure that the individual needs, interests and stage of development is known for each child; plan challenging and enjoyable experiences that promote children's next steps in learning
- use routine assessment, such as the progress check for children between the ages of two and three years, to identify children's strengths and where their progress is less than expected; provide parents with a short written summary of their development in the prime areas of learning
- ensure that every child's learning and care is tailored to meet their individual needs; engage and support parents and carers in extending their children's learning at home
- ensure that children learn about the importance of a healthy lifestyle, with particular reference to mealtimes, personal hygiene and when around family pets.

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

- promote opportunities for children to learn to be independent and encourage them to manage their own personal needs.

## Inspection judgements

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

The childminder demonstrates an ineffective knowledge and understanding of the Early Years Foundation Stage and this results in inadequate teaching. She provides children with some play experiences and outings, such as visiting the local parks and farms, but she does not plan purposeful activities to encourage adequate challenge. The childminder does not know enough about the Early Years Foundation Stage to ensure that she is observing children and assessing where they are in their learning. As a result, the childminder is not aware of whether children are showing typical development, at risk of delay, or are in advance of expected learning and development levels. The childminder is not using observations to enable her to enhance or extend children's development across all areas of learning. She is able to explain where children are developing, in relation to their age and general milestones. However, she does not use ongoing assessment in order to understand their level of achievement or individual learning style. The childminder supports children's communication and language skills as she regularly talks with them during their play and on occasions she encourages the children to use signs as well as speech. For example, during story time the childminder asks the children many questions to encourage them to share their thoughts and suggestions about the book.

The childminder is aware of the importance in teaching children to be independent. However, there are opportunities, such as dressing for outings and mealtimes where children are not encouraged to try and do things for themselves. The childminder is not carrying out observations to build on children's progress and this means that she is not preparing them effectively for school. The childminder is unclear about their stage of development, with regard to the learning and development requirements. As a result, she demonstrates a poor understanding of how to encourage further progress through planned, purposeful, adult-led activities and experiences.

Children have regular opportunities to develop their physical skills because the childminder offers them outside activities, such as visiting the local parks and toddler groups. The childminder has a friendly relationship with parents and engages them in daily communication. However, she is not working effectively with parents. For example, although she shares information about each child's day, she is not providing parents with details of their progress and learning. This means that she is unable to support parents in extending their children's learning and development at home.

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

The childminder is not encouraging children to learn about the importance of leading a healthy lifestyle. For example, children do not consistently wash their hands before they begin their snacks and meals. They do not learn about the social importance of mealtimes as for example, some children sit at the table, while others sit away from the table. The family pet is also able to sit next to children while they eat and this encourages them to interact physically, while eating. Additionally, the childminder does not promote effective

hygiene routines to avoid the increase of cross-contamination. For example, when changing nappies the childminder does not use appropriate cleaning materials or gloves to avoid the spread of infection or body fluids. Children regularly play outside and they use a range of resources in the childminder's garden. As a result, they have opportunities for fresh air and exercise on a daily basis. The childminder encourages parents to share information about children's care routines, to ensure that she can continually meet these. She provides children and families with suitable settling-in visits so that she can gain knowledge of their likes and interests and this supports children to feel secure in their move from home.

Children's awareness of their personal safety is suitable because the childminder uses daily opportunities, such as when sitting for mealtimes to talk about their safety. This means that children are aware of hazards and risks and are learning about protecting themselves. The childminder supports children of all ages in making friendships with their peers as they share toys and resources. Children demonstrate appropriate understanding of the way in which to behave and they are show kindness to their peers. For example, children pass their friends specific resources, such as a chosen train as they join in together with the activities. The children are happy and settled in their environment. The childminder is aware of the children's individual care needs, such as toilet training and she discusses these sensitively with parents. She joins in with their play and happily interacts with them. As a result, the childminder supports their emotional well-being.

In her role as key person the childminder supports children's personal, social and emotional development. For example, she praises them for their sharing and encourages them to use resources together. The childminder talks to children about their move to school when dropping off and collecting older children at school, which means younger children become familiar with the new environment. However, because the childminder lacks an understanding of the Early Years Foundation Stage, she is not providing children with sufficient challenge. As a result, she is not promoting their overall readiness for school.

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

The childminder does not fulfil her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage with regard to the educational programmes. For example, she does not plan a range of experiences and activities to challenge and promote children's learning and development. Additionally, the childminder does not evaluate activities that children take part in, to ensure that they reflect the needs and abilities of those attending. Consequently, she is not narrowing gaps in children's learning and development. As a result, teaching does not have a sufficiently positive influence on the children's overall well-being and progress towards the early learning goals.

The childminder lacks knowledge and understanding of how to evaluate her setting, to identify strengths and areas for development. This means that she fails to take action to promote continuous improvement. As a result, the childminder is not meeting some legal

requirements for both the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Since the last inspection the childminder has not taken sufficient action to improve on the recommendations she was given. As a result, further actions have been set. Arrangements for safeguarding children in the early years are suitable. The childminder has attended additional training and she has an appropriate awareness of the procedures to follow with regard to child protection. For example, she is aware of the signs and symptoms of abuse and she has the correct details for contacting professionals if concerns arise. Additionally, the childminder has an up-to-date first-aid certificate and she ensures that the required Disclosure and Barring Service checks for all adults living on the premises are in place.

Relationships with parents and carers are generally suitable. The childminder discusses children's care needs on a daily basis. Communication focuses on what children have taken part in during the day and the outings they may have enjoyed, but there is limited discussion around their progress and achievements. The childminder does record details of what the children enjoy during the day in the form of a daily diary and this is available for parents to access, if they choose to. Relationships with other providers delivering the Early Years Foundation Stage are in place and the childminder talks regularly with staff to support the young children in her care. As a result, she generally encourages children's continuity of care.

### 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 a written statement of procedures is in place to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- provide a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- ensure that the following information is available to parents: copies of the written statements of safeguarding procedures and complaints procedures (compulsory part of the Childcare Register).
- ensure that a written statement of procedures is in place to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- provide a written statement of procedures to be followed in relation to complaints

which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register)

- ensure that the following information is available to parents: copies of the written statements of safeguarding procedures and complaints procedures (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

<b>Unique reference number</b>	222987
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	990689
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/01/2009
<b>Telephone number</b>	

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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  
Manchester  
M1 2WD

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