

Inspection date	19/06/2014
Previous inspection date	30/04/2009

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 has a poor knowledge of the Early Years Foundation Stage; consequently, she is not meeting the learning and development requirements, which hinders children's progress.
- The childminder has little knowledge of the learning and development requirements; she does not understand about the different ways children learn and observations are not completed in order to assess and plan for individual children's needs, which mean they do not make good enough progress. This has an impact on her ability to promote children's individual learning needs.
- Partnership working with parents is not sufficiently fostered because the childminder does not involve them in their child's learning and development.
- The childminder has insufficient knowledge to carry out the progress check for children aged between two and three years in order to identify children's strengths and any areas where their progress is less than expected.
- The childminder does not exchange information with other providers about children's development and interests. This hinders opportunities for all those involved in children's care and learning to offer a consistent and complementary approach.

It has the following strengths

- The childminder has a suitable understanding of child protection to safeguard children appropriately.

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 conducted a joint observation with the childminder.
- The inspector discussed how the childminder uses observation documentation.
- The inspector checked evidence of suitability and qualifications, discussed self-evaluation and improvement plans.
- The inspector took account of the views of parents through discussions with the childminder.

Inspector

Michelle Drury

Full report

Information about the setting

The childminder was registered in 1992 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She regularly works with an assistant. The childminder lives with her husband and two children, aged five and nine years, in Keelby, Lincolnshire. All areas of the home are used for childminding. There is an enclosed garden suitable for outdoor play. A shop, library, park, school and pre-school are within walking distance. The family keeps tortoises and a cat as pets. Currently the childminder looks after five children, all on a part-time basis, of whom four are in the early years range. 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 ways that children learn, in order to reflect on these when planning a balanced range of adult-led and child-initiated activities to ensure that teaching is effective in promoting children's learning and development
- develop knowledge and understanding of the progress check for children aged between two and three years to identify any areas where the child's progress is less than expected and provide parents with a written summary
- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- ensure that information about children's learning and development is regularly shared with parents and engage and support parents in sharing information about their child's learning and development at home so that a complete picture of children's overall development is obtained
- develop a regular two-way flow of information with other providers when children attend more than one setting, so that children receive continuity and consistency to help them make good progress in their learning and development.

Inspection judgements

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

The childminder lacks knowledge and understanding of the Early Years Foundation Stage and how children learn, which means children are not making good progress. As a result, they are poorly prepared for school. A recommendation was raised at the last inspection for the childminder to develop her observations and assessments to ensure that children are provided with purposeful learning that meets their individual needs. The childminder has failed to make improvements because she does not observe and assess children's development. Therefore, she lacks awareness of children's developmental ability and fails to identify and plan challenging next steps to support progress. The childminder is not able to demonstrate how she plans learning experiences accurately for each child's individual level of achievement to help them to make good, consistent progress in their learning and development. The childminder lacks understanding of the progress check for children between the ages of two and three years. This means she is unable to identify a child's strengths or any areas where the child's progress is less than expected. Information regarding children's progress is not shared with parents or other settings they attend, preventing them from being involved in their learning and development.

The childminder's poor organisation of purposeful play experiences and lack of understanding of the seven areas of learning means she is unable to identify if children are making progress. The childminder shares care routines with parents when they drop off and collect their children; however, she fails to share children's stage of learning and development and next steps. As a result, parents are not informed in order to ensure continuity in their children's learning at home. Teaching and learning is poor because she has not yet implemented the fundamental characteristics and principles of teaching and learning that are necessary to identify how to plan purposefully for each child. She lacks focus and does not plan stimulating activities that provide children with a balance of adult-led learning and child-initiated learning. She is therefore, unable to follow children's interests and build on these.

Outings in to the community broaden children's experiences and increases opportunities to observe and learn about their community. Outings include visits to the aquarium where children have the opportunity to explore and learn about different sea creatures and the wider world through interactive resources. After the visit to the aquarium, the children are encouraged to stick coloured paper onto fish-shaped paper. Although the children enjoyed the activity, it lacked purpose and the childminder did not use the opportunity to extend children's knowledge and understanding. At the childminder's house, young children play with a play kitchen and small world characters, such as, princess castles and toy cars. On other occasions, they enjoy some crafts and activities where they have some opportunities to express themselves creatively, such as mark making with crayons. A young child dances to the music from a toy and the childminder sings rhymes, which helps to develop their language, physical skills and coordination as they learn about rhythm and beat. Children learn simple problem solving techniques about shapes and similarities by using puzzles in their play. They learn to play cooperatively when a few children are cared for together, developing an understanding of taking turns and sharing.

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

Children enjoy playing in the welcoming environment with a suitable range of toys and resources. However, weakness in planning observations and assessments result in children not benefiting from challenging play experiences, which promote all areas of learning. Children are settled in the childminder's care. The childminder has discussions with new parents to find out about their child's care needs and routines and provides parents with forms to complete about these so that the childminder can follow their wishes. Younger children confidently crawl and toddle around the home and turn to the childminder for hugs and cuddles when they are feeling sad. The childminder encourages children to share and show kindness towards their friends. The home is arranged in a way that allows the children to make choices of where they play and what they play with.

Children's good behaviour is promoted through the use of praise and encouragement. The childminder has a suitable behaviour management policy, detailing the appropriate strategies she uses to manage any unwanted behaviour. For example, she consistently reinforces guidance to young toddlers about not climbing on their chairs. This helps to develop children's understanding of safety and how to manage risks safely. Additionally, the childminder has a current first-aid certificate and can deal with minor accidents and injuries when these occur.

Children are encouraged to develop healthy lifestyles through being taken out to the local pre-school and to the local park where they have fresh air and some exercise. The childminder ensures that children are provided with morning and afternoon snacks and lunch each day that are sent in by parents. Children are encouraged to develop their independence with toileting and are supported by the childminder until they can do this confidently for themselves. This encourages children to recognise their own needs. Attendance at a community group gives children the opportunity to play in larger groups, which helps them to feel emotionally ready for their transition to the next stage of education.

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

Leadership and management are inadequate. The monitoring of observations and assessments is not implemented to effectively support all children's progress. The childminder does not have adequate understanding of the learning and development requirements of the Early Years Foundation Stage and the requirements to understand how to deliver educational programmes to children to promote their individual learning and development needs. The childminder has undertaken recent safeguarding training to make sure her knowledge is secure to follow the appropriate procedure if concerns about the welfare of children arise. Her home is suitably risk assessed because she carries out regular risk assessments. The childminder uses safety equipment, such as safety gates, to help reduce the risk of hazards. She has a suitable understanding of ensuring that her assistant is clear about their roles and responsibilities.

Self-evaluation is not completed and the childminder shows little commitment to driving improvements. This is because she does not reflect on the strengths and weakness in her setting to identify where improvements are needed that benefit the children she cares for. This was raised as a recommendation at the last inspection and appropriate steps have not been taken to introduce this. She lacks understanding to deliver the educational programmes, therefore, assessment and monitoring does not take place. This does not ensure that children are receiving high quality learning experiences that help them to make progress and prepare them for school. The childminder does not plan purposeful learning experiences for children that are based on a secure understanding of their individual abilities, needs and interests. She does not, therefore, ensure that children make the best possible progress they can in their learning and development.

Partnerships with parents are adequately established by the childminder in some areas through the daily discussions she has with them. For example, she discusses the food provided by the parents for the day and any changes to their daily care routines. However, parents are not involved in their children's learning and information relating to their progress is not shared. The childminder holds daily discussions with parents to advise them of their children's daily care routines and of some things they have done that day. A range of written policies is provided for parents and these contain required information and appropriately reflect the childminder's practice. The childminder does not understand how to work with other providers involved with children to ensure their individual learning needs are identified are met. Consequently, children are not offered a complementary and consistent approach to 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. 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	208897
Local authority	Lincolnshire
Inspection number	870631
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	30/04/2009
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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