

Inspection date

13/05/2014

Previous inspection date

28/01/2010

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

- Observation and assessment of children's progress is not robust. The childminder does not identify children's starting points and effective planning to ensure that activities provide sufficient interest and challenge, is not in place.
- The childminder does not monitor the educational programmes to ensure that all areas of learning are fully covered. As a result, resources and opportunities for children to develop their understanding of the world around them are limited.
- Teaching is weak because the childminder does not have a secure understanding of how children learn.
- The sharing of information about children's learning with parents and other providers is not robust. This does not support continuity of learning for children.
- The childminder has not obtained written parental permission to take children on outings. This does not meet the safeguarding and welfare requirements of the Early Years Foundation Stage.

It has the following strengths

- The childminder provides a warm, friendly and well-maintained environment for all children. This helps children to feel happy, settled and secure in their care.
- The childminder has a clear understanding of the signs and symptoms that may indicate a child is at risk of harm and the procedures to follow should she have a concern.

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 had a tour of the premises and observed children playing.
- The inspector looked at children's learning journey records, a selection of policies and children's records.
The inspector spoke with the childminder and children at appropriate times
- throughout the inspection and involved the childminder in a joint observation of an activity.
- The inspector took account of the information provided through written parental comments provided for the inspection.

Inspector

Julie Morrison

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 14 and 16 years in Redcar. The whole of the ground floor, except for the lounge and the rear garden, are used for childminding. The family has two dogs. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently five 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 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- implement effective procedures to observe and assess accurately children's starting points and progress. Use this information to ensure that activities are sufficiently challenging and are based on children's next steps in learning, in order to support children's good progress
- monitor and develop the educational programme to ensure that all areas of learning are fully covered, with specific reference, to children's understanding of the world
- improve the two-way sharing of information with parents and other providers who also care for the children to fully involve them in children's learning and development
- obtain written parental permission for children to take part in outings.

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

- develop a clearer understanding of the different ways that children learn, in order to support children to make the best possible progress they can, for example, by giving children time to think and answer questions.

Inspection judgements

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

The childminder has an insufficient knowledge of the learning and development requirements, which impacts on the progress that children can make during their time in her care. Generally, activities are based on children making free choices about the resources they want to play with. The childminder does not plan based on their individual learning. As a result, activities often lack depth, do not cover all areas of learning and do not support planned and purposeful play. The childminder has a degree of understanding of her role to support children's learning. However, generally, her practice and teaching skills do not sufficiently challenge children's learning or fully support them to acquire the skills and attitudes to prepare them for their next stage in learning.

The childminder is friendly and does at times, engage appropriately with the children to support their learning. For example, as they all sit together on the sofa to look at books, the childminder asks them questions about what is happening in the story. This supports children's communication and language development. Children clearly have their favourite stories and turn the pages independently, talking about what will happen next. This shows that children understand that print carries meaning. The childminder provides children with an adequate range of resources to help them to develop their physical skills. For example, children use rolling pins, knives and shape cutters while playing with play dough. The childminder adequately teaches children by modelling how to use the equipment. Although, the childminder asks children questions as they play, she often does not give them time to think or answer the questions and instead jumps in too quickly with the answers. This does not support children to make good progress in their learning and development. In addition, the activity lacks purpose as the childminder is unsure about how to extend the activity in a way which is age and developmentally appropriate. This demonstrates a lack of understanding of how children learn. Children have access to a suitable range of resources to support their information and communication technology skills, such as toy tills and lap tops. However, resources and activities to help children to learn about the world around them are limited.

The childminder has very recently introduced a learning journal to observe and assess children's progress. This includes information obtained from parents prior to children starting, about their likes and dislikes. However, this information has not been used to identify children's starting points. In addition, the childminder's lack of understanding of the requirements means that observations are not used effectively to identify children's next steps in learning. This affects the progress that children can make during their time at the setting and does not demonstrate how they are prepared for the next stage in their learning at nursery or at school. The childminder keeps parents informed about their child's learning and care through verbal feedback and a very recently introduced daily diary. She has also in the past, completed progress checks for children between the ages of two and three years, which has been shared for parents. However, her systems for the ongoing two-way sharing of information with parents are not sufficiently robust. This does not support parents to be effectively involved in their child's learning.

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

The childminder provides a warm, welcoming and well-maintained family home. Children are developing close relationships with the childminder and their peers. This is evident as

they sit on her knee and older children help younger children to get drinks. The childminder gathers information from parents at the start, about children's routines and invites them for short settling-in sessions. This helps the childminder to get to know the children and supports them to feel secure in her care. Children behave appropriately for their age as the childminder uses appropriate behaviour management techniques, such as discussion and praise.

Younger children accompany older children to nursery and school. This helps to familiarise them with other settings. In addition, the childminder takes children to local soft play areas where they are able to socialise with other children. This helps them to be emotionally prepared for their move to nursery or school. Children have sufficient space to play in the childminder's home. The childminder has a suitable range of age-appropriate resources, which are stored in low-level boxes and on shelves. This means that children can select them independently.

Children have regular opportunities to play outside and benefit from fresh air and physical exercise. This helps to promote a healthy lifestyle, for example, they go on local walks and play in the garden on ride-on toys and with footballs. Children sleep according to their needs and parents' wishes, this supports their well-being. The childminder further supports children's good health, for example, through daily hand washing routines and providing healthy meals and snacks. She helps children to learn about keeping safe through planned activities, such as practising fire drills and road safety.

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

The childminder has a suitable understanding of the signs and symptoms of abuse, including procedures to follow if she had a concern about a child. This helps to safeguard children. She carries out daily checks of her home and uses appropriate safety equipment and procedures to keep children safe. For example, she supervises children at all times, keeps external doors locked and uses safety gates. This is combined with written risk assessments to ensure that risks inside of the home and on outings are identified and minimised. Most of the legally required documentation to promote children's welfare is in place. This includes children's details, medication records and a record of attendance. However, the childminder has not obtained written parental permission to take children on outings. This is a breach of the legal requirements. The childminder holds a current first-aid certificate, this means that she is able to respond to any accidents appropriately.

The childminder has insufficient knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She does not monitor the activities that she provides or accurately assess the progress that children are making towards the early learning goals. This does not ensure that all areas of learning are covered and does not promote effective planning, which is based on children's next steps in learning. The childminder does not have effective procedures in place for the two-way sharing of information about children's ongoing learning and development with parents and other providers of the Early Years Foundation Stage. This does not support continuity of learning for children. These are breaches of the legal requirements of the Early Years

Foundation Stage.

The childminder is aware of weaknesses in her practice, however, she has not implemented any procedures to address these. In addition, the childminder has not fully addressed all of the actions and recommendations raised at the previous inspection. This includes planning activities to meet children's individual needs and monitoring and evaluating her practice. This does not demonstrate a drive for improvement that will raise children's achievements over time. The childminder has, however, carried out fire drills with the children to help them to learn about keeping safe.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY243095
Local authority	Redcar & Cleveland
Inspection number	819664
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	5
Name of provider	
Date of previous inspection	28/01/2010
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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