

Inspection date

07/01/2014

Previous inspection date

14/03/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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's knowledge of the safeguarding and welfare requirements is weak. She does not always take the required actions to safeguard children. This hinders Ofsted from taking prompt action to assess potential risks to children.
- The childminder lacks understanding of the learning and development requirements, including the required areas of learning; consequently, children's learning experiences happen by chance. Resources are not used effectively to promote purposeful play.
- Teaching is weak. The childminder does not plan or assess children's progress sufficiently to move children forward at suitably, with appropriate challenge, from their starting points. Parents do not receive accurate reports on their children's progress.
- The childminder does not ensure that all required records are available for inspection, so cannot demonstrate that all required qualifications are up to date.
- The childminder does not make effective use of self-evaluation and this greatly reduces her ability to make improvements.

It has the following strengths

- The childminder follows children's individual routines, and is warm and caring.
- The childminder provides suitable resources for the youngest children.

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 children's activities indoors and the childminder's interaction with them.
- The inspector discussed children's activities, and systems for assessment and planning with the childminder.
- The inspector reviewed documentation available, including some records.
- The inspector discussed self-evaluation and improvement plans with the childminder.

Inspector

Cordalee Harrison

Full report

Information about the setting

The childminder registered 2006; she lives with her husband and three children in Little Chalfont in Buckinghamshire. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. All the ground floor of the house and a first floor bedroom are available for childminding. There is an enclosed garden for outside play. Some steps lead to the childminder's front door. The childminder takes children to and from school. The childminder is currently caring for seven children, with five of these in the early years age group. The childminder is registered to work with an assistant.

What the setting needs to do to improve further

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

- develop knowledge of any significant events which are likely to affect the suitability of the early years provider or any persons who care for, or are regularly contact with children on the premises.
- develop knowledge of the seven areas of learning and use it to plan and deliver educational programmes that are based on secure knowledge of how children learn, and provide appropriate challenge for all
- put systems in place to enable continuous assessment of children's progress and use the information to consistently plan for children's next steps in ways that are specific to them, and to provide accurate progress reports to parents when children are aged two years.
- develop the way in which resources are used to help children learn through purposeful play, to help motivate children to want to learn
- ensure that all records required for the safe and efficient management of the setting are readily available for inspection; this relates specifically to showing that a valid first aid certificate is held
- ensure that children's learning, development and well-being is supported by developing systems of self-evaluation to accurately identify strengths and areas for development in the childminding practice.

Inspection judgements

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

The childminder does not plan for children's learning and development; her knowledge of the areas of learning is weak. This is because she is unsure about the different required areas and aspects of learning, and she does not know which are the most important areas of learning. This means that although she provides some suitable resources that are in keeping with children's stages of development overall, the provision that she offers is too general and not tailored to meet children's individual learning needs. The childminder does not plan and deliver activities to provide children with sufficient variety and depth in order to motivate and challenge them, and to drive their enthusiasm for learning. Therefore, although children play freely and the childminder joins them in play, her lack of planning greatly reduces the opportunities for children to learn through purposeful play. She does not plan to allow children to consolidate their learning; to deepen their understanding with new, challenging and exciting learning experiences. This weakness limits children's enthusiasm to learn more, so that overall, they are not prepared sufficiently for their eventual move to school.

The childminder does not have systems in place to effectively monitor children's progress. Therefore, while the childminder speaks of what children are able to do, she has no system to assess their progress accurately. As a result she cannot be sure that their development is appropriate in relation to their expected stage of development. For example, although the childminder provides some age-appropriate resources, she does not link the activities to the educational programmes; her interactions with children promote the speaking aspect of communication and language development but there is no plan to extend other aspects of this educational programme. Although the childminder uses mathematical language with the children there is no plan to move beyond giving them reasons to count. The childminder provides some toys to support children's pretend play. However, the childminder does not plan for children to explore and use a range of media and materials to heighten their sensory explorations.

Nevertheless, the childminder gives children her attention. She engages warmly with them, and hugs and kisses are commonplace. The emotional warmth that the childminder shares with children, and their responses to her, shows that they welcome this interaction and feel secure. The childminder helps children to play gently with others. This support helps children to learn about using gentle words and actions with others from an early age. The childminder's positive interaction with the children encourages them to invite her to play with them. She thanks them and acknowledges their kindness, and this helps children to learn when they have behaved well. The childminder's poor overall knowledge of the educational programmes, and a lack of the assessment and planning for each child's next steps in learning means that she is not doing all that is required promote their readiness for school or to next stage for children who are already in school.

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

Children are clean and comfortable because the childminder takes appropriate care of their personal hygiene needs. She promotes children's health generally; her practice is to make sure that they eat a balanced diet, including fresh fruits and drinking water. Children get some fresh air as they engage in some activities outdoors, which also benefits their health. However, the childminder's poor understanding of the areas of learning includes that for children's physical development. This means that she does not plan sufficient outdoor activities to consolidate or deepen their awareness of the importance of a full range of exercise or to gain a wide range of physical skills.

The childminder takes some appropriate steps to help children to learn about safety. For example, she makes sure that they are strapped in car seats and that they sleep safely. The childminder takes appropriate measures to assess risks in the environment which means that her home is safe for children's use. She practises emergency evacuation of the premises to help children learn what to expect in an emergency. These practises help children learn how to keep themselves safe. Although children may feel safe with the childminder, they may be experiencing a false sense of security owing to the childminder's failure to meet all safeguarding and welfare requirements.

To gain continuity for children between their homes and hers, the childminder settles children well by following their home routines, including meal and rest times. The childminder gains some appropriate information about children's cultural backgrounds and she is confident to use this in her care of them. The childminder is respectful of parents' wishes for their children and she communicates with them daily about the arrangements that she makes for children. This approach shows parents that she welcomes the information that they provide to support their children's care.

Although the childminder demonstrates a positive attitude to promoting equality, there are few resources that provide positive images of diversity to help develop children's understanding that families differ. Once again, this weakness stems from the childminder's lack of knowledge of the areas of learning, this time in regard to helping children to gain understanding of the world. The childminder makes little use of her garden to promote learning, such as learning about the changing seasons.

The childminder helps children to understand how to behave appropriately. She gently redirects children and this helps them to realise when their behaviour is unwanted. The childminder's practice in this regard shows that she knows that behaviour methods are in keeping with children's individual stages of development.

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

This inspection was brought forward following concerns raised with Ofsted relating to the childminder's arrangements for children's learning and development, and in regard to safeguarding and promoting their welfare. This inspection has found that the childminder makes inadequate arrangements for both children's learning and development, and in

regard to safeguarding their welfare. This is because the childminder has poor knowledge of the Early Years Foundation Stage requirements.

Although the childminder attempts to meet children's learning needs, her teaching practices are basic and mostly unplanned. They are not based on a secure knowledge and understanding of how to promote children's learning and development. The childminder breaches a number of learning and development requirements. She does not plan, assess and monitor children's progress adequately. This reduces her ability to make effective use of the resources that she provides for children, in order to help children make adequate progress.

The childminder is not proactive in developing her knowledge to make sure that her childminding practices are based on up-to-date information. The childminder is aware of the requirement to provide an assessment for children between the ages of two and three years. However, does not know the most important areas of learning on which this assessment is based. Therefore, she is unable to produce the required progress report with all necessary information.

The childminder gives a clear verbal account of what to do if concerns arise about children's well-being. However, her practice shows that she does not connect her procedure about dealing with concerns about children's well-being to her actions. The childminder does not demonstrate that she properly understands the requirements pertaining to child protection that are specified for safeguarding and promoting children's welfare. This weakness has the potential to put children at risk when they are in her care. The childminder does not meet the requirements for the compulsory and voluntary parts of the Childcare Register.

The childminder does not evaluate her practice in order to identify her key weaknesses. As a result, she does not realise that she breaches several requirements. For example, the childminder does not acknowledge that in failing to notify Ofsted of an allegation made against her, she increases the risks to children and shows poor understanding of how to implement her child protection procedures. She does not know that her knowledge of the educational programmes is poor. She does not realise the need to produce documents as evidence during her inspection, such as valid first aid certificates for both herself and her assistant. These shortcomings demonstrate a poor understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

The childminder works cooperatively with parents. Although there are weaknesses in her provision, she shares information with them daily and listens to the information that they give her about their children. The childminder understands that partnership working is necessary to achieve continuity for children. Since her last inspection, she has attended some training, including on safeguarding and the 'smile award'. The childminder states categorically that her and her assistant have completed first aid training and that their first aid certificates are valid. She gives example of appropriate first aid procedures and her accident record includes all of the required information. However, she does not manage documentation well; the first aid certificates are not available for inspection, as required. The childminder makes inadequate arrangements for the management of records for the

efficient management of her provision.

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 and implement a written statement of procedures 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)
- maintain 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)
- inform Ofsted of changes of circumstances as soon as possible, no later than 14 days (no later than 14 days) (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures 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)
- maintain 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)
- inform Ofsted of changes of circumstance as soon possible (no later than 14 days after the change occurs) (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. 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	EY334961
Local authority	Buckinghamshire
Inspection number	945712
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14/03/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

