

Inspection date

09/05/2013

Previous inspection date

21/02/2011

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's health and safety is compromised because the childminder does not have a current first aid certificate.
- The childminder is not fully aware of her responsibility in regard to safeguarding children. She does not have a policy on the use of mobile telephones or cameras.
- The childminder does not have secure knowledge about the learning and development requirements. As a result, she does not sufficiently observe, assess or plan the next steps in children's learning, nor rigorously monitor their progress.
- Partnership working is not strong enough to fully support continuity in children's learning. The childminder does not share sufficient information about children's learning and progress with parents and other early years settings that children attend.
- Too little progress has been made since the last inspection because the childminder does not evaluate her practice or make plans for improvement.

It has the following strengths

- Children develop positive relationships with the childminder and her family. This makes them feel secure and self-assured. They are confident communicators because the childminder effectively engages them in conversation and asks them challenging, open questions.

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 main play area.
- The inspector held discussions with the childminder and spoke to children throughout the inspection.
- The inspector examined a selection of records and documents.
- The inspector took account of written comments provided by parents.

Inspector

Hilary Preece

Full Report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 10 years in a house in the village of Eaton Bray, Bedfordshire. The whole of the ground floor is used for childminding and a first floor bedroom is available for children's rest. There is an enclosed courtyard garden for outdoor play and a separate lawn area with a pond that is inaccessible to children. The childminder takes children to, and collects them from local schools and pre-schools.

There is currently one child on roll who is in the early years age group and attends before and after school. She operates all year round from 7.30am 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:

- ensure that a current paediatric first aid certificate is held at all times
- review the safeguarding policy to ensure that it covers the use of mobile phones and cameras
- develop secure knowledge of how to make accurate observations and assessments of children, and plan more precisely children's next steps in learning to ensure they make consistently good progress across all seven areas of learning
- work in partnership to support children's continuity in learning by ensuring there is a regular two-way flow of information about children's learning and development with parents and other early years providers.

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

- develop an effective system to evaluate and monitor the practice that identifies strengths and weaknesses and clearly sets out how improvement will be achieved.

Inspection judgements

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

The childminder demonstrates that she knows what children enjoy and identifies areas where they achieve well. She provides suitable activities, in which children are eager to participate, to extend their interest in these areas. However, she does not use observation and assessment well enough to monitor their progress across all seven areas of learning and does not give sufficient consideration to ensure that the educational programme has depth or breadth across all areas. Neither does she engage with parents about how they can support children's learning at home.

Nonetheless, the childminder is effective in supporting children to develop some of the skills and attributes needed for their later learning. For example, she encourages their communication by asking them to describe the features of a model pyramid they have made. She introduces language about shape and prompts them to think where in the world a pyramid might be found. Children listen and respond well to the childminder's carefully structured questioning, which helps them develop their thinking, understanding and speaking. Children are motivated to take part in activities that they enjoy, such as drawing. They use pencils with increasing control to write numbers, letters and to draw detailed maps. The childminder supports their literacy by helping them to form correct letter shapes and spell new names.

Children have access to a suitable range of activities and play resources, although these are not planned with much thought about how they match children's precise learning and developmental needs. Children develop imaginative ideas through using dressing-up clothes and playing with small world figures. They explore some different media for expressive arts and design, such as paint and glue, and explore the textures and properties of sand and water. They learn about shape, size and measure by doing puzzles and using measuring tapes. Children enjoy story books and use information books and world maps on the wall to find out about the world and its people. There are a few interactive and technological resources for children to select in their play. Therefore, children use some appropriate play resources overall but the childminder is not particularly confident in knowing how these link to the areas of learning.

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

The childminder does not hold a current first aid certificate so cannot assure that she follows up-to-date guidance when attending to accidents or injuries. However, she makes sure that she has access to first aid supplies at all times and demonstrates appropriate action in the event of a child choking or suffering a bump to the head. She gathers basic information from parents initially about children's personal care routines and health needs and offers short trial sessions, with or without parents' presence, to help build relationships gradually. Children who have attended for some length of time show secure relationships with the childminder and her family members. The childminder is very caring and extends a warm welcome to children. The childminder is less aware of her

responsibilities in supporting children's transitions to other early years settings, such as nursery or school, and does not share information with parents or other providers in enough depth.

The childminder sets out clear expectations for children's behaviour. She reinforces good manners, reminds children about rules for road safety and helps them explore their feelings. For example, she talks to children to help them understand why they feel cross or upset when things go wrong. She prepares children emotionally when there is a visitor to the house so that they feel secure and confident around less familiar people.

Children have daily opportunities to use the garden or to take exercise on the walk home from school. The childminder provides a well-equipped courtyard garden that allows children to explore and make independent choices in selecting resources for their physical activity and play, if they so choose. She recognises that some children prefer quiet, sedentary activities but does not consistently build their confidence to take part in physical activities. This means there are inconsistencies in the levels of progress children make in some areas of learning and development. The childminder helps children to manage their personal care needs and develop an awareness of health through daily routines. Children are reminded to wash their hands well and to wipe their faces. The childminder offers fruit at any time and takes account of children's preferences and dietary needs when preparing freshly cooked meals.

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

The inspection was carried out because the childminder had not responded to actions set at the last inspection in 2011. At this time, she was asked to review the risk assessment to ensure the garden pond is safe or inaccessible to children. To further improve it was suggested she develops knowledge of the Statutory Framework for the Early Years Foundation Stage in order to observe children and plan for their next steps, and to develop self-evaluation in order to identify priorities for improvement. The childminder demonstrates that the pond cannot be accessed by children, unless under her close supervision, because there is a padlocked gate securing this area of the garden. However, she has not had a strong enough drive or the determination to make sufficient progress in the other areas.

The childminder still has a limited knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Although it is evident that she has some knowledge about children's interests and abilities and she provides activities that they enjoy, there is no method of observation, assessment or planning for their next steps. As a result, she does not monitor children's progress or any gaps in learning across all areas of the educational programme, for example, by linking to Development Matters in the Early Years Foundation Stage guidance.

Self-evaluation is too weak. Although the childminder has sought parents' views about her service in the past and has a fairly accurate assessment of some of her strengths and weaknesses, she has not maintained any organised method of assessing her own practice

or making plans for improvement. For example, she only recently realised that her first aid certificate had expired. This means she does not meet a safeguarding and welfare requirement, nor a requirement of the Childcare Register. Other policies and procedures are in place and records are maintained to demonstrate that all the adults living in or regularly visiting the household are suitable. The childminder has a basic understanding of child protection issues and demonstrates appropriate knowledge of how she manages any concerns in order to safeguard children. However, she is unaware of the requirement for a policy on the use of mobile telephones and cameras. Therefore, children are not fully safeguarded.

The childminder develops positive relationships with parents and exchanges information about children's care routines. Parents express their appreciation of the service in thank you cards and notes. However, the childminder does not engage parents deeply enough in how they can continue to support their children's learning at home and nor does she work in partnership with other early years settings that children attend. There is no regular two-way flow of information; consequently, not enough consideration is given to supporting continuity in learning for children.

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:

- obtain an appropriate first aid qualification (Welfare of the children being cared for) (both parts of the Childcare Register).
- take action as specified above (Welfare of the children being cared for).

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY336262
Local authority	Central Bedfordshire
Inspection number	913086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	21/02/2011
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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