

Inspection date	10/01/2013
Previous inspection date	03/06/2009

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 insufficient knowledge of the Early Years Foundation Stage, in particular the seven areas of learning. In addition, she also has a limited understanding of how to promote diversity, to help children to learn about the wider world.
- The childminder does not observe children's learning and development frequently enough, or in enough depth. This means that she does not plan activities or consult with other settings, to help children to make progress. Parents are not encouraged to share what they know about their children's development and are not helped to continue their learning at home.
- Knowledge of the welfare and safeguarding requirements are poor. Evacuation drills do not take place regularly and so children do not have opportunities to practise to learn safe procedures.
- Children are not provided with healthy foods, such as fresh fruit and vegetables on a daily basis and outdoor play is limited to good weather conditions. This means that the childminder is not consistently promoting children's healthy lifestyles.
- The childminder does not evaluate her provision, taking into account the views of parents and children. She has no plan in place to help her to improve her provision.

It has the following strengths

- There is a warm family atmosphere in which children feel comfortable and settled.
- The childminder helps children learn about numbers, colours and shapes.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 the childminder and children engaged in activities.
- The inspector examined a range of documentation required to meet the safeguarding and welfare requirements.
- The inspector discussed various aspects of the provision with the childminder.
- The inspector spoke to children while engaged in play.

Inspector

Valerie Aspinall

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child. The family live in the Castlefield area of Runcorn. The whole of the ground floor is used for childminding purposes and there is a small secure garden available for outdoor play.

There are currently two children on roll, one of whom is in the Early Years Foundation Stage. The childminder has completed required basic childminding training.

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 learning and development requirements to ensure the educational programme across the seven areas of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity, in order to provide a challenging and enjoyable experience for all children
- make regular observations of children's learning and assess their progress across the seven areas of learning in relation to their age and stage of development, and use this information to plan the next steps for each child
- gain a secure understanding of the safeguarding and welfare requirements of the revised Early Years Foundation Stage, in order that children's welfare needs are met and they are kept safe and healthy; promote children's health by offering healthy foods, such as fresh fruit and vegetables and outdoor activities every day
- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home
- develop arrangements for sharing information and partnership working with other providers that children attend, in order to fully support children's learning and development
- provide a range of ways to help children value diversity and learn about the wider world, for example, provide more multi-cultural resources, positive images and learn about a variety of cultures and beliefs.

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

- ensure regular evacuation drills are carried out with children and evaluate these for effectiveness and with details, such as the date and children present
- implement processes for self-evaluation in order to: identify areas for development; put in place an action plan for improvement; seek the views of parents and children
- promote children's health by offering healthy foods, such as fresh fruit and vegetables and outdoor activities everyday.

Inspection judgements

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

The childminder has insufficient knowledge of the Early Years Foundation Stage and seven areas of learning and so does not provide a wide enough range of activities to promote them effectively. In addition, the childminder does not observe children's development regularly, or plan activities to support the next steps in their learning. However, the childminder does help children to gain awareness of number, colour and shape. For example, while children are exploring the art and craft box, she asks for 'three fluffy balls please' and when given just one, she helps them to count out up to three. She asks children what colours the items are and what colour paints they would like to use to make handprints. Children begin to sort and classify when they find different craft items and the childminder helps them to identify their shape, asking 'can you find a circle?'

Although, the childminder celebrates some traditions, such as Halloween, by carving pumpkins, she does not promote children's understanding of the wider world. Children are not encouraged to value diversity because the childminder believes it unnecessary to extend children's view of the world beyond their immediate environment. Resources to promote diversity are limited to one or two story books.

The childminder knows what activities children enjoy, for example, specific story books or favourite music because she asks parents verbally for information about what children like and dislike when they begin the setting. However, she does not gather information about children's stage of development when they are new to her setting. This means that she has no starting points to build on. The observations that the childminder makes are infrequent and too generalised. They lack depth and clarity about what has been observed and so they are ineffective. As a result, the childminder does not know the progress children are making or their stages of development across all seven areas of learning. The next steps in children's learning are not identified. This means that parents are not regularly informed about their children's progress and so have little information to support them to develop their child's learning at home.

Relationships with parents are informal and friendly, information about what children have eaten or activities, which they have enjoyed is exchanged verbally each day.

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

The childminder creates a warm, friendly environment in which children feel comfortable and secure. Children talk about the childminder's extended family and sometimes play with her grandchildren, when they come home from school. This enables them to feel that they are part of her family. As the childminder completes risk assessments and has a sound understanding of potential risks, the environment is safe. The resources provided are basic and include art and craft, puzzles, books and some toys to help children role play. However, these items are stored in such a way that children cannot access all of

them independently.

Children are learning to behave appropriately in the setting because the childminder reinforces acceptable behaviour. For example, she reminds children to tidy items away before getting more toys out to play with. Personal hygiene is promoted as children independently access hand washing facilities and are confident to ask for help if required. Although, the childminder provides appropriate meals and drinks at lunch time, she does not plan a menu that ensures healthy food, such as fresh fruit and vegetables are provided daily. Daily play outdoors is limited in winter as the childminder feels the weather is too cold and wet. As a result, the childminder is not helping children to develop a healthy lifestyle as she does not actively promote healthy eating or daily physical exercise.

The childminder exchanges day to day verbal information with the local nursery class when she picks up children, who attend in the morning. This helps the children she cares for to make a smoother transition to school. However, information about how children are progressing is not exchanged. This means that there is no shared, consistent approach to helping children, who require targeted support. As a result opportunities to help individual children to make progress are missed. Weather permitting; the childminder takes children for walks to the park and along the canal to feed the ducks. This helps children get to know their local community and so begin to learn about some aspects of nature.

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

Since the last inspection, the childminder has not accessed training to help her to understand the requirements of the revised Early Years Foundation Stage. Her knowledge of what is required to help children to progress in their learning is limited. While able to promote some aspects of mathematics and communication and language, she does not have a clear understanding of other areas of learning. These gaps in her knowledge mean that she is not able to meet all children's learning needs.

The childminder has up-to-date training in first aid and has completed a safeguarding children course. As a result, she is able to explain appropriately, how she would respond should she have concerns about a child. Accident and medicine records are in place and shared with parents as appropriate. Fire alarms are tested regularly. However, evacuation drills are not practised frequently enough to ensure that children understand evacuation procedures. As a result, children's safety is compromised in such an emergency.

The childminder has begun to evaluate her practice, but is not able to accurately identify all the areas for development. However, she does realise recording information is an area for development and has purchased some materials that will better support her in this area. For example, observation records with prompts, to help identify what areas of learning children are engaged in, so as to exchange more information about their learning with parents. The childminder has an understanding of the benefits of making links with other providers, for example, sharing concerns or good practice. However, she states that she finds it difficult to develop professional partnerships, due to transport constraints in

her locality.

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	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. 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	EY382420
Local authority	Halton
Inspection number	821596
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	03/06/2009
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 that are

usually their 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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