

Inspection date	07/10/2014
Previous inspection date	19/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children develop strong, positive relationships with the childminder, which help them to settle quickly and feel secure.
- The childminder has a good understanding of her responsibilities and the safeguarding procedures to follow for protecting children which ensure they are kept safe.

It is not yet good because

- The childminder does not effectively recognise, plan and support individual children's learning needs in order to promote their successful learning and development.
- The childminder does not complete the required progress check for children aged between two and three years. Consequently, parents are not provided with a short written summary of their development in the prime areas of learning.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

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 engage in free choice play and take part in planned activities and discussed these observations with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked the areas of the childminder's home used for childminding purposes.
- The inspector checked evidence of suitability of the childminder and her household and talked with her about her self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers from information provided by the childminder.

Inspector

Anne Archer

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and eight-year-old child, in a house, on the south side of Rushden, in Northamptonshire. All ground floor rooms are used for childminding and children access a bedroom for sleeping on the first floor. There is a rear garden for outside play. There are currently eight children on roll, including four children in the early years age group. Children attend for a variety of sessions. The childminder takes children to a range of music, story and activity groups. She visits the local shops and parks on a regular basis. The childminder takes children to and collects from South End Infant and Junior Schools and nearby pre-schools. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She has several years of childcare and management from experience working in day nursery settings.

What the setting needs to do to improve further

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

- use information obtained from observing children to understand their level of achievement, interests and learning styles and shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development
- use routine assessment, such as the progress check for children between the ages of two and three years, to identify children's strengths and where their progress is less than expected and provide parents with a short written summary of their development in the prime areas of learning.

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

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

The childminder teaches young children the key skills they will need to support their future learning reasonably well. She observes children as they play so that she knows what they enjoy doing. However, the childminder does not use this information to effectively assess children's learning needs so that she can plan activities which will better support children's progress in all areas of learning. The activities provided for the children are well used and the children enjoy them. However, the childminder's expectations for the children's progress are not sufficiently high; resulting in children not making progress as quickly as they might, taking into account their starting points and capabilities. The childminder is not completing the progress check for children between the ages of two and three years as required. This means that parents do not receive a written summary of their child's progress in the prime areas of learning.

In fine weather, children enjoy use of the outdoor play area for a wide range of activities and all children are successfully engaged in their play. For example, they take turns to ride the tricycle, enjoy opening and closing the windows in the playhouse and closely examine creepy crawlies that they find. The childminder supports the children well as they play, taking account of children's individual learning styles and providing tools and materials as they request them. She explains that the caterpillar they have just squashed would have become a butterfly one day. She talks to them about the tiny snail that they find encouraging them to be gentle so that they do not squash that too.

The childminder engages well with parents. They share information verbally on a daily basis so that each knows how the children have been during the day or since the last session with the childminder. They also keep the childminder up to date with new interests the children have acquired, such as dinosaurs. This enables the childminder to provide the resources for the children to play with and so enhance their enjoyment.

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

Relationships between the childminder and the children are close. Children show by their actions that they feel secure and safe with her. They seek her out to help them when they need a drink or they cannot find a tool they need on the play dough table. The childminder has close working relationships with parents ensuring that she is familiar with each child's individual needs and knows how parents want her to care for their child. Children are learning to become independent as they fetch their shoes before outdoor play. They are at various levels of independence in the bathroom. Where they need help to pull up trousers or wash their hands, the childminder is there to support them.

The childminder has paediatric first-aid training and is able to deal effectively with minor injuries and illnesses. Childhood illness exemption periods are adhered to because the childminder tries to avoid the spread of infections. The childminder carries out daily risk assessments on any area or equipment that children may come into contact with and takes appropriate action to minimise potential hazards or risks. For example, although the outdoor area is checked each morning, the childminder reviews the area again each time the children go out to play.

Children are provided with drinking water with meals and snacks and a drinking bottle to access as they play. Children eat well and take part in chat with the childminder around the dining table. A questionnaire completed by the older children revealed that the childminder's macaroni cheese was their favourite teatime meal. The childminder provides a good range of outdoor activities to support children's physical development and also takes them to nearby parks on occasions so they can enjoy the freedom of wide open spaces and try out different play equipment.

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

Children are cared for in a safe environment. The childminder has a good understanding of child protection issues and documentation includes procedures about the safe use of social media including mobile phones and cameras. She has also considered how best to respond to allegations against herself or a member of her household and has procedures for lost/missing and uncollected children. The childminder makes parents aware that suitability checks have been taken out on herself and her husband so that they know their children are safe. Documentation and records relating to children's welfare are maintained as required.

The childminder has a satisfactory understanding of the learning and development requirements and knows what she has to improve. She is not using the observations she makes to effectively assess and evaluate children's learning needs and their achievements resulting in children not making progress as quickly as they might. The childminder cares for children who also attend other settings. Although she is able to demonstrate that she understands the importance of sharing information to support children's learning and progress, current working relationships are not effectively supporting children.

The childminder evaluates her practice on a regular basis and is fully aware of the areas in need of improvement. She has, however, been unable to secure the training she feels she needs to help her improve and has lacked confidence to try new systems without support. As a result, children are not making sufficient progress to support their future 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY402072
Local authority	Northamptonshire
Inspection number	875201
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	19/04/2010
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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