

Inspection date	30/08/2013
Previous inspection date	03/10/2011

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

- The childminder's knowledge of safeguarding is weak, in particular his understanding of how to record and report child protection concerns. Consequently, children are not fully protected.
- The childminder has a limited understanding of the seven areas of learning. He does not plan or monitor his provision to ensure children receive a broad range of learning experiences.
- The childminder does not observe or assess children's progress. Therefore, he does not identify next steps in their learning. As a result, activities are not accurately matched to children's abilities.
- Children's learning is not extended, because information is not gained regarding their starting points. Information is not shared about children's progress with parents and other providers. This does not support continuity in their learning.
- The childminder is not completing the 'progress check at age two'. Consequently, he does not identify gaps in learning or effectively support future development.
- The childminder does not reflect on or evaluate his practice, therefore, strengths and weaknesses of the provision are not identified. As a result, improvement is not made.

It has the following strengths

- Children are happy and settled as they have sound relationships with the childminder and his assistants, therefore, they are relaxed and confident in their care.

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 playrooms.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of the childminder's documentation including policies and procedures.

Inspector

Lindsay Dobson

Full Report

Information about the setting

The childminder was registered in 2011 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his parents who are registered assistants in a house in Sherburn in Elmet on the outskirts of Leeds. The childminder uses a ground floor annexe of the property for childminding and this consists of two playrooms and toilet facilities.

The childminder very occasionally attends activities at the local children's centre. He visits the shops and parks. The childminder takes and collects children from the local schools and pre-schools.

There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. He operates from 9am until 6pm, Monday to Friday all year round.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirement Notice requiring the provider to:

ensure knowledge of safeguarding and child protection procedures is secure in order to protect children from harm.

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

- improve knowledge and understanding of the seven areas of learning and use this to shape the educational programme provided for children
- use observations of children's learning to 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
- work in partnership with parents to promote the learning and development of their children by encouraging them to share information about their children's starting points and current learning and enhance children's development at home
- devise and implement an effective process for completing the 'progress check at age two' to enable early identification of development needs, so that additional support if needed can be put into place and provide parents with a written summary of their child's development
- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

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

- develop partnerships with other early years providers in order to complement and consolidate children's learning.

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

The childminder has a very limited knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation

Stage. He is not aware of what children can and cannot do because he does not observe and assess children's progress. Therefore, he is unable to ascertain what level they are at across the seven areas of learning. This means that, although, the childminder provides a range of activities; these do not offer appropriate challenge for the age and stage of the children's development. The activities do not match the needs of the children and they make insufficient progress overall. Children's learning cannot be consolidated and extended effectively because the childminder has no knowledge of their starting points in learning. This means he does not prepare children for the next stage in their learning and their move onto nursery or school. The childminder shares some information with parents about their children's care and daily activities, through discussion at the end of the day. However, he is not sharing information about children's learning or encouraging the parents to contribute and share information about their child's learning at home. This means the childminder cannot gain an overview of children's learning in order to plan appropriately challenging experiences. In addition, although, the childminder explains that he has some information about the completion of the 'progress check at age two', he has not done a written summary of children's development in the prime areas. This does not ensure that any gaps in children's learning are effectively identified and means that it is not clear to see how this is used to inform their future learning and development.

The childminder and his assistants have warm and friendly relationships with the children. This supports them to separate from their parent happily at the start of the day. Children are relaxed and show suitable levels of confidence as they play and encourage the childminder to join in with them. For example, together they play a funny faces game the children have brought from home. As the children take turns to choose a card with a funny face on, the childminder encourages them to name the colours they can see and count the features on the face, for example, the eyes and ears. This supports children's developing colour recognition and understanding of early mathematics and in particular counting. The childminder is focusing heavily on counting with children aged three and four years and includes this in all activities the children choose to play with. As the younger child builds with the bricks the childminder encourages her to count the number of bricks she is using. This particular learning is extended as together the childminder and children look at a book about a caterpillar. They count the caterpillars and butterflies in the book, although, the children begin to lose interest in counting activities.

The childminder provides a range of resources, which he places around the playrooms, enabling young children to make some independent choices about their play. However, there is no planning for the activities and toys provided. Consequently, children's overall learning is incidental and they do not have the opportunities to fulfil their potential in readiness for school. The childminder is supporting children's language and communication skills as he talks to them as they play. He provides some opportunities for children to develop their physical skills. For example, they go on outings to the park, where they use large equipment and go on walks to the local shops or to feed the ducks at a nature reserve.

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

The childminder warmly welcomes children into the setting and they separate from their parents confidently. He knows the children as individuals and forms a close bond with them, which means children are content and settled in his care. All relevant information is taken from parents to ensure children's needs are met. The childminder provides an adequate range of toys and activities, which children independently access as soon as they arrive at the setting. He responds sensitively to children's individual needs. For example, children approach him for help and support or when they are getting tired and he provides comfort and reassurance.

The childminder encourages children to follow suitable hygiene routines. For example, they learn to wash their hands after using the toilet and before they eat. The childminder promotes children's self-care by encouraging them to access their own drinks and feed themselves at meal times. Children are developing an adequate understanding of a healthy lifestyle. For example, they are provided with a range of fresh fruit for snack and main meals consist of fresh vegetables, which are home cooked by the childminder's assistant. The childminder takes children on regular walks and to the park where they benefit from fresh air and develop their physical skills.

The childminder understands the importance of keeping children safe and he uses a range of safety equipment in the home, including a fire blanket. The childminder practises the emergency evacuation drill with children and while away from the setting they learn how to cross the road safely. This means children play in a safe environment and have opportunities to learn about how to keep themselves safe when out and about in the community. Children learn how to behave and play cooperatively with each other because the childminder encourages them to share toys and take turns as they play. He has a positive approach to the children. Transitions to school are not fully supported in order to help promote continuity in children's learning.

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

The childminder has failed to meet a number of the legal requirements of the Early Years Foundation Stage. His limited awareness of the safeguarding and welfare requirements, in particular how to record and report child protection concerns, means he is unable to fully protect children. This is also a breach of the requirements of the Childcare Register as he is not familiar enough with the procedures to safeguard children to be able to implement them effectively. Visual daily checks of the home, supported by some written risk assessments, are carried out by the childminder to ensure hazards within the setting are minimised. The childminder's limited understanding of the learning and development requirements results in the poor monitoring of children's progress. This does not ensure that gaps in children's learning are identified and does not support planning based on children's next steps in learning.

The childminder does not effectively monitor and review his practice. As a result, strengths and weaknesses have not been identified. In addition, the childminder has not addressed

the recommendations raised at the previous inspection. This includes gathering information about children's starting points, using observations to identify next steps in children's learning and carrying out effective self-evaluation. This does not demonstrate a drive for improvement that will raise children's achievements over time. All required records are kept and the childminder has an awareness of maintaining confidentiality and of changes to notify Ofsted about.

The childminder provides some basic information for parents about his provision and offers daily verbal feedback to inform them about their children's welfare and care. A few photographs have been taken by the childminder and shared with the parents to enable them to see some of the activities their children engage in. However, parents are not encouraged to contribute their knowledge and observations of their children's capabilities, skills and understanding, in order to support the childminder in consistently assessing children's progress. The childminder has started to support children who attend other early years settings; however, this process is not yet established to enable the childminder to complement children's learning.

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:

- ensure knowledge of child protection issues is secure in order to protect children from harm (compulsory part of the Childcare Register).
- ensure knowledge of child protection issues is secure in order to protect children from harm (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	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	EY425034
Local authority	North Yorkshire
Inspection number	933870
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	03/10/2011
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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