

Inspection date	14/03/2013
Previous inspection date	29/01/2010

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 demonstrates a poor knowledge and understanding of statutory requirements of the Early Years Foundation Stage. This does not ensure that children in her care are able to progress in their learning and development and are kept healthy and safe.
- The childminder does not know what the development needs of each child are. As a result, she is not able to plan activities for children, which are suitable and help them to progress. This means that children's future learning is not adequately promoted.
- The way that the childminder reflects on the service, which she provides is not effective. This results in her not identifying improvements or training, which are needed to ensure that legal requirements are met.
- The childminder's car insurance does not cover her to transport minded children. This means that should an accident occur children's well-being is not protected.
- The childminder does not actively try to involve parents and carers in their children's learning. This means that parents and carers are not supported to be involved in their child's development at home. They also do not know how to contact Ofsted with concerns about the Early Years Foundation Stage.

It has the following strengths

- The childminder provides opportunities for children to access outdoor play, which helps them to develop their coordination and balance.

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 taking part in activities in the family room, which is the main area used for play. The inspector also viewed the outdoor play area used by children.
- The inspector looked through a range of documentation, including the childminder's policies, procedures and children's records.
- The inspector held a wide range of discussions with the childminder during the inspection and at feedback.
- The inspector spoke to and interacted with the minded children attending.

Inspector

Ann Cozzi

Full Report

Information about the setting

The childminder was registered in 1986 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Bishops Stortford, Hertfordshire. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and visits shops and parks on a regular basis. She is happy to collect children from local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- increase understanding of the Statutory Framework for the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy and safe
- ensure vehicles in which children are being transported, and the driver of those vehicles, are adequately insured
- make available to parents and/or carers details about how to contact Ofsted to ensure that they know, who to contact if they believe the childminder is not meeting the Early Years Foundation Stage
- undertake precise ongoing observation and assessment as an integral part of the learning and development process, in order to understand children's level of achievement; shape learning experiences for each child
- seek information about children's developmental abilities when they start to ensure that it is used to effectively plan and to meet their needs and interests, for example, by using an 'all about me' booklet
- ensure that parents are actively engaged, in order to support them in guiding their child's development at home.

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

- improve the methods for reviewing and monitoring practice, so that weaknesses are quickly identified, action is taken to address these and any required training can be sought
- extend children's understanding of health and self-care with regard to the importance of hand washing prior to snack and meal times.

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

The childminder has an extremely poor understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She has failed to observe and assess children's individual learning across prime and specific areas. Therefore, the planning of learning experiences does not effectively match activities to the individual

needs of children. Consequently, they are not sufficiently challenged or supported to make adequate progress in learning given their age, abilities and starting points. For example, children are provided with drinks in feeder cups designed for infants. While the childminder has a wide range of toys and resources, they are poorly organised. This impacts on children's ability to access them, restricting learning. Strategies to engage with parents focus on care practices, as a result, there is no exchange prior to or during children's placement with regard to learning and development. Therefore, the childminder is not aware of what children know and can do, and parents are not given important information about their child's progress. As a result, both the childminder and parents ability to support children's individual learning is restricted. The childminder demonstrates inappropriate teaching techniques, which fail to support children's individual learning needs. For example, during activities, she consistently directs children's play and learning. This demonstrates a lack of understanding about how young children learn through free-flow play and exploration. Consequently, children are not well prepared for school or their next stage in learning.

At times, children independently choose from the wide range of toys and resources available to them. However, the childminder's lack of understanding with regard to effective learning means that children are not enabled to explore and enjoy achieving what they set out to do. For example, when children show their interest in a puzzle, she takes it from them, handing over one piece at a time. When they attempt to place puzzle pieces into position, the childminder intervenes, correcting the position, slotting it into a neighbouring piece. This does not adequately foster children's confidence and willingness to have a go at problem solving. At times, children use their imagination to recreate scenarios based on their own first-hand experiences. For example, they cover two dolls with a blanket and say 'baby's asleep'. Demonstrating language skills, they use intonation when asking their two babies 'you want cuddle'. However, this play is interrupted by the childminder, who fails to sensitively fit in with children's ideas, preferring to impose her own. This inhibits active learning, which in turn stifles development. Children are not encouraged to develop their critical thinking and self-help skills. As a result, they fail to attempt problem solving, demonstrating their dependence on the childminder. For example, they are helped in putting on and taking off doll's clothing. Children do show good listening skills as they enjoy talking to the childminder.

The childminder provides opportunities to develop physical skills during time spent in her garden and on visits to local parks. This enables children to access large play equipment, which helps to develop coordination and balance.

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

Children form warm relationships with the childminder and their self-esteem is promoted as she takes time to talk to them. They also learn to behave appropriately as they play alongside the childminder and each other. However, the childminder's poor understanding of the Statutory Framework for the Early Years Foundation Stage, impacts on her ability to provide consistently sound care practices. The childminder gathers information from parents prior to children's placement in regard to personal care. However, this is not extended to include important information about children's development. This has an

impact on the childminder's ability to adequately support children's transition into her service. The childminder's lack of understanding also impacts adversely on children's independence. For example, she fails to recognise or encourage children's participation in activities of their choosing. This impacts on children's behaviour and independent thinking, as a result, they are, on the whole, compliant with the childminder's requests. This does not adequately support their future learning, such as moving on to nursery school.

Parents provide their children with snacks and a packed lunch, which the childminder stores on a kitchen surface or in the refrigerator. However, poor care practice means that children do not wash their hands prior to eating. This does not support good health or teach children about basic hygiene practice. Children are provided with opportunities to access fresh air, for example, on walks into the local community or when accessing local parks. This helps them to develop their understanding about how to maintain a healthy lifestyle and how to be safe when they are outside.

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

The childminder shows an inadequate understanding of how to meet the safeguarding and welfare requirements. She has adopted a range of policies and procedures from an outside source. However, she has not taken the time to familiarise herself with these. As a result, the childminder demonstrates a lack of understanding of required policies and procedures for the Early Years Foundation Stage. For example, parents are not provided with information about how to contact Ofsted, should they have a concern about her meeting the Early Years Foundation Stage requirements. The childminder is also not able to demonstrate that she has adequate insurance in place to transport children in a vehicle. This does not ensure that in the event of an accident children's well-being is fully protected. These are both breaches of the welfare requirements. However, the childminder has undertaken a risk assessment of her premises, which helps to ensure that the environment is safe and secure for children attending. She also has a sound understanding of safeguarding procedures and who to report any concerns to. The childminder has completed paediatric first aid training as required, which means that she can provide care for children should an emergency situation arise.

The childminder has an inadequate understanding about her responsibility to ensure that learning and development requirements are implemented in her practice. She has developed sound relationships with the parents of those children attending. However, she does not seek to share any information about children's development. As a result, parents are insufficiently informed about their child's progress in learning. This does not ensure that they are given the opportunity to support their child's learning at home. As a result, children's continuity of learning is inadequately supported. There are currently no children attending other early years settings in parallel. However, the childminder demonstrates, through discussion, her sound understanding about the importance of partnership working with other settings.

The childminder is not sufficiently ambitious about improving her provision and practice.

She does not see herself as an educator of children; as a result, she has failed to implement observation and assessment, in order to effectively plan to meet the individual needs of children attending. The childminder's understanding of self-evaluation is extremely weak. As a result, she has not identified or tackled areas for improvement in her practice, including the identification of training needs.

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:

- put in place 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).
- put in place 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 (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	123669
Local authority	Hertfordshire
Inspection number	876147
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	29/01/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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