

Inspection date	23/10/2013
Previous inspection date	14/03/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 does not observe and assess children and has too little understanding of how to monitor children's achievements. She does not identify their next steps in learning or plan appropriate activities to ensure they make the best possible progress.
- The childminder does not take appropriate action when she identifies gaps in children's learning and does not carry out the progress check at age two.
- The childminder does not work effectively with parents to support children's learning. She does not obtain information about children's starting points and does not exchange information about their ongoing learning with parents. This hinders children's progress.
- The childminder does not work effectively in partnership with other early years providers to support children's continuity of care and learning.
- The childminder is not reflecting on her practice sufficiently to identify weaknesses and develop a plan that will bring about the required improvements to the provision for children. She does not attend training to support her practice.

It has the following strengths

- The childminder offers a range of activities that interest the children and in which they are happy to participate.
- Relationships with parents are effective in meeting children's care needs and helping them to feel comfortable and secure with the childminder.

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 playroom and conducted a joint observation with the provider.
- The inspector, childminder and the children had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting.
- The inspector took account of the views of parents from information provided by the childminder.

Inspector

Alison Reeves

Full Report

Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband 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 three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

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 Requirements Notice with a completion date of 24 February 2014 requiring the provider to:

ensure you have the appropriate qualifications, training, skills and knowledge, and a clear understanding of your roles and responsibilities to effectively manage your provision.

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

- ensure you maintain records and obtain and share information (with parents and carers, and other professionals working with the child) to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met
- undertake ongoing observation and assessment in order to understand children's level of achievement and to shape learning experiences for each child and take appropriate action to support children's individual needs when observing gaps in children's learning
- complete a short written summary (progress check) for each child between the age of two and three, when required, and use the information to share with parents and to identify children's additional learning needs.

Inspection judgements

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

The childminder has a limited understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She is not observing or assessing children, in order to plan for their next steps in learning. As a result, she is unaware of their precise individual needs and lacks the necessary knowledge to ensure activities support children effectively, to make progress towards the early learning goals. The childminder has not sought to engage parents in children's learning. She does not ask for information about children's stage of development or abilities, when she starts to look after them. She does not provide parents with any information about children's ongoing development or have reciprocal arrangements for sharing details of achievements at home. This means children are not well supported and their progress is impeded. The lack of assessment means children are not always suitably challenged and gaps in learning or any concerns are not identified or addressed.

Children are busy and enjoy more self-chosen activities. The childminder has adapted her practice to ensure children have more opportunities to decide for themselves what they wish to do. She is using questions to help children develop their thinking skills and always provides time for children to respond. However, questions are not sufficiently focused because the childminder does not have a clear understanding of children's current learning needs. During shared storytelling, the children ask questions and hold short conversations about babies prompted by the story. The childminder supports them in following their interest and brings them back to the story in a calm and unhurried way. Children enjoy imaginative play and the childminder uses this extensively as a means of helping children to learn about the world, to organise, sort and for counting. Children play with dolls, make a picnic with tea sets and play food. They share the toys and the childminder intervenes in small disputes to help children resolve minor disputes. The childminder has begun to join in children's play more sensitively allowing them to lead. Nevertheless, she does not have enough knowledge to provide focused support for children's individual learning as they play. This means children's confidence to explore and work things out for themselves is increasing, but the pace is too gradual to help children make rapid progress.

Through discussion, the childminder demonstrates some understanding of how to support children. She occasionally identifies children's specific learning needs and supports them adequately. For example, a child attending pre-school needed to recognise the name on the card to self-register. The childminder has helped the child to spot the initial letter of the name in books and on signs when outside. The child is now confidently identifying the letter and finding the correct name card each day. However, overall children do not receive sufficient support to prepare them for school.

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

The children are comfortable and at home in the childminder's care. This means they settle quickly, are generally confident around familiar adults and find the presence of the

childminder reassuring. Changes to practice mean an improvement in children's ability to make choices and decisions for themselves is improving their confidence. Children are extremely polite and helpful; they take responsibility for small tasks, such as, tidying away toys and helping to put the snack on the table. Children now use open beakers when they sit at the table. They are careful to hold the cups and remain seated when drinking, showing their understanding of how to behave at the table.

Children bring a packed lunch each day so they have a balanced diet of foods that meet their individual. The childminder uses some play opportunities to talk about foods the children like to eat. Daily walks and visits to parks and the local woods ensure children are active in the fresh air. They have the chance to use large equipment that supports developing body control and coordination and they learn about being safe. Children have a regular robust routine for hand washing before eating and this helps to ensure good hygiene practice to prevent cross-infection. Children are beginning to do more for themselves. They put on their coats and shoes in preparation for going outside and are able to try doing up buttons and pulling up zips.

Relationships with parents still focus on children's care and contractual issues. The lack of discussion and sharing of information means the childminder does not have a secure understanding of children's ability to adapt to change or their physical capabilities. Therefore, activities do not necessarily build on what children can do for themselves or explore any worries they have about new experiences. This does not support children sufficiently in preparing for the next stage of their learning.

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

The childminder does not have a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, she is unable to consistently meet the needs of the children in her care. The childminder has taken some steps to meet the safeguarding and welfare requirements by providing parents with a copy of her complaints procedure and displaying the contact details for contacting Ofsted. She provides an environment free from hazards and maintains her paediatric first aid qualification. This means the likelihood of accidents is reduced and in the event of an injury to a child, the childminder is able to take appropriate action. She has sound knowledge of safeguarding procedures and the relevant contact details should she need to make a child protection referral.

The childminder has not addressed the actions raised at the last inspection, regarding children's learning and development or partnership working and ,therefore, enforcement action is required. The continued lack of any observation, assessment and planning mean children are not supported in making rapid progress towards the early learning goals. The failure to seek and share information with parents and other providers mean the childminder is not working in partnership. Therefore, children's continuity of care is not good enough. The childminder has not completed the progress check at age two for any of the children in her care. She does not have the information she needs to offer a meaningful range of activities that consistently support learning and is not helping parents

by sharing what she knows about the children.

The childminder is aware of the weakness in her practice, but has not made sufficient efforts to rectify the problems. She has gathered some useful documentation to give a sound basis for observation, assessment and planning, but has put none of it into practice. The childminder has not approached parents about sharing information and despite taking on a new child; she has failed to seek information about starting points, as required. The childminder has not sought training or advice from other professionals and therefore, minimal progress has been made to support children's care, learning and development.

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 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	912052
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	14/03/2013
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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