

<b>Inspection date</b>	10/12/2013
Previous inspection date	20/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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**

- Teaching is inadequate because children are not engaged in planned, purposeful play, which challenges their learning and development, and their next steps of learning are not identified or planned for. Consequently, their readiness for school is not promoted.
- Children behave disruptively and this is not dealt with consistently by the childminder or her assistants. As a result, children do not learn appropriate ways in which to behave.
- Assistants, working with the childminder, do not have the necessary knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. As a result, they are not effective in the areas of work they undertake.
- Children's understanding of good health is not sufficiently promoted because not all children have daily opportunities for outdoor experiences. Hand washing procedures and meal time routines are not consistently promoted for children to learn about healthy lifestyles.
- Children's safety is not consistently promoted resulting in one or more breaches that have a significant impact on their well-being.

#### **It has the following strengths**

- Partnerships with parents are sound and children are happy.

## 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 compulsory part 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 childminder's house and talked with the childminder, two assistants and the children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working and living on the premises and a range of other documentation, including daily registers.
- The inspector reviewed the providers hardcopy self-evaluation form, from 2012, which was provided during the inspection.

## Inspector

Jo Rowley

## **Full report**

### **Information about the setting**

The childminder was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged three and seven years in a house in a village near Cambridge, Cambridgeshire. The childminder works on a daily basis with up to two assistants. The whole of the childminder's home and the rear garden are used for childminding and the family has a cat and some chickens.

The childminder attends toddler groups and activities at the local children's centre, visits the shops and park on a regular basis and collects children from the local school and pre-school. There are currently 11 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 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

### **What the setting needs to do to improve further**

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

- implement each of the seven areas of learning through planned, purposeful play and a combination of adult-led and child-initiated learning activities that are based on what each child needs to learn next
- encourage children's learning and development by promoting opportunities for them to be effectively challenged, and fully engaged, in a wide range of experiences
- ensure that all assistants have the necessary skills and experience to be competent in supporting children's learning and development and they are able to promote their safety and well-being
- promote children's good health through effective hand washing procedures and meal time routines. Prevent the spread of infection by, for example, encouraging children to cover their mouths when sneezing and coughing
- ensure that children learn about acceptable ways in which to behave by providing a consistent approach to managing inappropriate behaviour
- ensure that hazards to children are minimised, with particular reference to removing dangerous substances and highly stacked equipment
- promote opportunities for all children to access outdoor activities on a daily basis.

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

Teaching is inadequate because the childminder does not ensure that all areas of learning are implemented through a range of planned, purposeful play. The childminder and her two assistants, who work on a daily basis with her, do not challenge children to think further or to develop their learning and development overall. For example, as a group of children are working together to build a train track for the trains to run on, there is no conversation about what they are doing. As a result, some children lack enthusiasm for learning. The childminder does not use what she knows about children through observation to draw on their next steps of learning or incorporate these next steps in to future planning. For example, children of various ages use the same resources, without any differentiation. Additionally, the activities provided are not matched to what children can achieve or what they need to do next. As a result, some children are not reaching

expected levels of development across the prime and specific areas of learning.

Observations and assessments are not frequent or accurate enough to build on children's progress and children are not consistently challenged to encourage further development. For example, a group of children listen to a selection of stories read to them by the childminder's assistant. There is limited opportunity for them to get involved in the story because the assistant does not ask questions to challenge or encourage their thoughts. Additionally, as children use a range of matching cards, the childminder asks them what items they can see and she asks them if the cards they see are the same. However, there is no discussion about what makes them the same, or different and therefore, no extension of their game or to their learning. Consequently, children are not effectively prepared for school or their next stage of learning.

The childminder has a range of documented information regarding children's starting points and additional information regarding their likes and dislikes. She encourages parents to share everything they know during the initial settling in visit and this two way flow of information is continually encouraged thereafter. Children enjoy a range of activities which promote their hand and finger control inside the home, such as threading, and older children access a range of resources, linked to the specific areas of learning, such as technology. Additionally, children access a variety of resources and play with a selection of activities, which they choose themselves. However, there are inconsistent opportunities for their speech and language to develop because the childminder, and her assistant, do not ask enough questions to encourage the children's communication and language skills. Children's progress in their personal, social and emotional development is sufficiently supported. For example, the childminder and her assistants do reward children with a 'well done' if they are helpful or kind to others.

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

The childminder and her two assistants work closely to ensure that children are happy and settled at the childminder's home and they have built friendly relationships with parents. The organisation of the key person system is currently under review because of changes to the childminder's regular assistants. However, although the adults work closely to ensure that children settle, they do not provide sufficient activities and experiences which children can engage in. As a result, children behave inappropriately. For example, some children do not want to play with the resources put out and so purposely disrupt other children's play by, for example, breaking up the train track. Additionally, children take toys from other children and, although asked to stop, they are not encouraged to learn why. This is because the childminder and her assistants are not consistent in the way they deal with inappropriate behaviour. As a result, children do not learn about appropriate ways in which to behave.

Opportunities for children to eat healthily are encouraged because the childminder's assistant takes responsibility for preparing a range of home cooked meals for children. She has completed various food hygiene courses and demonstrates an awareness for providing

opportunities for children to eat a well-balanced diet. However, children are not consistently reminded of the importance of washing their hands before meals and are not encouraged to sit at the table when eating their snack. This results in only some children washing hands before lunch and no children washing their hands before they eat their snack. Some children walk around while eating their biscuits and crackers at snack time, with some seen stroking the family cat while eating. Additionally, children are not reminded of the importance of covering their mouths when they sneeze or cough and young children do not have their noses blown regularly enough. Consequently, children's understanding of healthy lifestyles is poor.

Children arrive happily and leave their parent and/or carer with ease. The childminder and her assistants provide a warm and welcoming environment where children are building relationships with them and their peers. Children comfortably sit on the childminder's lap for a story, cuddle up for a bottle with an assistant or excitedly prepare for an outing with another assistant. As a result, they are forming relationships and demonstrate that they feel secure. However, not all safety issues in the home have been addressed and the poor organisation and storage of furniture and dangerous substances places children at risk. Children's independence is supported as they make choices about their play from the resources, which are stored at their height. The childminder works closely with each child's family to ensure that their move from home to the setting and then on to school is a smooth one. For example, the childminder organises regular opportunities for children to attend a range of settling-in visits so that children can adjust to the setting, get to know other children and feel happy in their new environment. As a result, children's emotional well-being is supported. Older children have opportunities to develop their physical skills as they enjoy regular outings to the large playing field or woods with one of the childminder's assistants. They play games in the woods where they develop their sense of imagination and their understanding of personal safety is encouraged as they talk about the possible dangers. However, not all children have the same opportunities for daily outside activities and, as a result, younger children's ability to enjoy fresh air and exercise is affected.

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

The childminder has completed the required Disclosure and Barring Service checks for all adults living on the premises and working directly with children. She demonstrates a sound knowledge and understanding of how to protect the children in her care from abuse, and ensures that her assistants are aware of what to do if they suspect a child is being abused. However, the assistants working with the childminder on a daily basis do not have sufficient knowledge of the Statutory framework for the Early Years Foundation Stage. This means that they do not have the necessary understanding of the safeguarding and welfare, or the learning and development requirements. As a result, they are not competent in supporting children's overall care and well-being. Children's safety in the childminder's home is not sufficiently promoted because routine risk assessments are not carried out to ensure that hazards are removed. For example, children play around a table which has a group of six stacked chairs on top and dangerous substances are not always

removed from children's reach. As a result, children's safety is potentially compromised.

The childminder has a sound knowledge and understanding of the Statutory framework for the Early Years Foundation Stage legal requirements although she has not ensured that her assistants do. The childminder does not fulfil her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage with regard to the educational programmes. For example, she does not plan a range of experiences to support or encourage children's learning and development. Additionally, the childminder does not monitor or evaluate activities to ensure that they reflect the needs, abilities or interests of the children attending. Consequently, teaching is inadequate and gaps in children's learning and development are not narrowed. The lack of up-to-date evaluation means that areas of weakness are not sufficiently identified and, therefore, action is not taken to promote continuous improvement. As a result, the childminder is not ambitious about improving her setting and weak reflection on practice has resulted in some legal requirements for both the Early Years Register and the compulsory part of the Childcare Register not being met.

Relationships with parents and carers are in place, with the childminder discussing children's care needs on a regular basis at drop off and collection times. Parents are welcomed into the setting and encouraged to share information about their children at any time. Additionally, communication is regularly encouraged to ensure that parents are aware of what their children have been involved in on a daily basis. However, updates regarding children's progress and achievements are not as consistent because the childminder has not been planning for their individual needs. Relationships with other providers are in place and the childminder writes to each setting individually, explaining her intentions for sharing information. As a result, the childminder and other settings work together in sharing information.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner. (compulsory 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	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. It will be monitored and inspected within twelve months of the date of this 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		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

<b>Unique reference number</b>	EY389331
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	941714
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/10/2009
<b>Telephone number</b>	

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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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