

Inspection date	04/09/2014
Previous inspection date	18/05/2012

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		3
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 has poor knowledge of the learning and development requirements, therefore, her practice does not meet children's learning needs sufficiently well.
- The childminder does not implement a cycle of observation, assessment and planning, to promote children's learning and development sufficiently well
- The childminder does not evaluate her provision against the Early Years Foundation Stage requirements to improve outcomes for children and the quality of her teaching.
- The childminder's knowledge of the child protection requirements is not secure.
- The childminder's knowledge of the complaints requirements is not secure.

It has the following strengths

- Children are cared for by a very warm and loving childminder who provides well for their personal, social and emotional development, in a homely environment.

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's play and the childminder's interactions with them.
- The inspector discussed the children's abilities on entry, and their progress with the childminder.
- The inspector sampled relevant documentation, including some relating to safeguarding children.
- The inspector viewed feedback letters from parents to take account of their views.
- The inspector accompanied the childminder, the assistant and the children on a walk.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The childminder started childminding in 1997 and registered in 2001. She lives with her husband, who is her registered assistant, in the village of Rowland's Castle, in Hampshire. The ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are four children on roll in the early years age group.

What the setting needs to do to improve further

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

- promote children's developmental progress, in all seven areas of learning, by increasing knowledge and understanding of the learning and development requirements, including the progress check for children between the ages of two and three years
- observe and assess children to understand their levels of achievement, in all learning areas, their interests and learning styles, and then shape learning experiences for each child through purposeful teaching involving skilled questioning, careful planning, and by involving parents in this process
- ensure parents are provided with a short written summary of their children's development between the ages of two and three years
- ensure knowledge and understanding of child protection is up to date, including the requirements of the Local Safeguarding Children Board
- ensure secure knowledge of the procedures for dealing with concerns or complaints from parents and/or carers.

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

- improve systems for self-evaluation to implement clear improvement plans to raise the quality of teaching, extend the provision for children, and hasten their progress.

Inspection judgements

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

Children have an enjoyable time with the childminder, who meets some of their learning needs, such as for their physical development, by providing suitable toys, play activities and outdoor experiences. However, the progress children make is incidental, because the childminder has a limited knowledge of the seven areas of learning, and how to promote these. This means children do not progress well enough. For example, three-year-old children played happily for a long time with their friends and favourite toys, such as the cars. They related, and talked, to one another well, while lining the cars up in different ways. When the children got out the road track, the childminder did not engage with them to extend their learning. This was particularly evident in the area of mathematics. Although children count by rote to 20, because they often play hide and seek, the childminder missed opportunities for children to count and learn numbers in meaningful practical ways. For example, she did not teach the children to count the cars by touching them one at a time and saying the relevant number, or to compare the number of the different coloured cars and introduce numerals. The childminder's poor knowledge of the learning areas is owing to not updating herself with the Early Years Foundation Stage learning and development requirements. She relies on her many years of experience of working with, and caring for, children to guide her educational programme. For example, she knows that taking children into the woods to be active and look at wildlife helps them to develop. She does not link these experiences to understanding the world, or encourage children to look closely at, and talk about, the things they can see, such as a dragonfly. During this outdoor experience, her assistant interacted appropriately with children. However, the childminder's lack of understanding of the required areas of learning and what these encompass means she is unable to keep track of children's progress. In addition, it means she is unable to plan what they need to learn next. These weaknesses slow learning.

Some older children engage in conversation because they are chatty and the childminder is responsive. But the lack of purposeful interaction and challenge from the childminder means that she does not ask a variety of skilled questions to encourage children to think and talk. This restricts children's communication and language development. Under-twos make some progress in this area. They understand what the childminder says and are engaging socially with her. However, when they attempt different sounds or words, the childminder does not consistently model or repeat key words and familiar phrases that she wants them to learn. This shows her weak teaching skills. This affects children's ability to develop necessary skills for their future learning.

The childminder has some basic knowledge of the children's development and progress. However, she has limited understanding of observing and assessing children in relation to the Early Years Foundation Stage. Therefore, she is unable to determine their levels of development and plan what they need to learn next. This means she is unable to plan play activities and experiences sufficiently well to meet each child's unique needs. The childminder provides toys for children to play with and, on occasions, children enjoy some creative activities, although this provision is mostly on offer at the parents' and toddlers'

groups the childminder attends. The childminder talks to parents about children's play and some aspects of their development, such as toilet training. Nevertheless, there is a lack of attention on joint working concerning children's learning and development. Children do not gain the necessary skills to move to the next stage of learning.

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

The childminder is very loving towards the children and attentive to their care needs. Young children demonstrate they have formed very positive attachments to both the childminder and her assistant through the kind, very patient and understanding support received. Because of this strong emotional security, children feel happy and safe. Toddlers enjoy plenty of cuddles and closeness with the childminder. They climb on her lap and snuggle in to her, stroking her face, showing they trust her. Young babies swiftly go off to sleep in their pushchairs outdoors, gaining plenty of fresh air. The childminder regularly checks on them to ensure they are safe. The childminder does not have an up-to-date understanding of local child protection procedures, but no child has come to harm as a result.

Children behave well and are taught the boundaries and routines of the home. For example, they help to get the chairs out for snack time and learn not to touch ornaments. Children are taught to be polite. They show concern for their friends when they fall over, because of the emphasis the childminder puts on their personal, social and emotional development. They learn to take turns, and to be kind and helpful to their friends. This means children learn some attitudes that are useful for their future lives.

Children enjoy the positive encouragement given to them by the childminder. They play, and are cared for, in a clean and suitably safe environment with a sufficient amount of play space. The childminder makes use of her local environment to promote children's physical skills. For example, children are helped to put on their shoes and walk safely to the local forest. The childminder's assistant teaches them road safety, so they learn the basics of keeping themselves safe. Children have fun exploring the forest, enjoying exercise, running, and walking on different surfaces. This experience helps promote their movement skills and physical development.

The childminder promotes other ways for children to learn about healthy living. Children enjoy a social snack time. They all sat together at a small table and ate a plain biscuit with their drink. Because of the childminder's lack of knowledge of the Early Years Foundation Stage, she does not always provide a range of healthier snack choices for children. The childminder provides appropriate play resources in boxes on the lounge floor, so most children can make some choices in their play and learning. Overall, the indoor and outdoor environment suitably promotes children's physical development and growing independence. The childminder ensures children are toilet trained and can manage their personal needs. The childminder's long experience of working with children enables her to nurture the personal, social, and emotional aspects of their development, above all other areas of development. This provides children with some basic confidence ready for the

move to the next stage of learning.

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

The childminder does not meet the safeguarding and welfare requirements. She does not have a secure knowledge of the agency she would contact if she had a child protection concern. This means the requirements of the Childcare Register are not met either. However, she is aware of the child welfare signs to look out for that would give her concerns for a child's well-being, owing to her considerable past experience of safeguarding children in her care. The childminder and her assistant have kept their first-aid qualifications up to date. She keeps required documentation, such as records of children's accidents, and an attendance record. The childminder conducts risk assessments and keeps children safe through suitable supervision. She, or her assistant, regularly checks on sleeping children. The childminder has an insecure knowledge of how to deal with parental complaints. This knowledge is also a requirement of the Childcare Register.

The childminder is not up to date with current requirements and, therefore, has too little understanding of the learning and development requirements. This weakness results in poor monitoring of children's progress, and weak practice in meeting all the children's learning needs. Despite having many years experience, both as a childminder and a foster carer, the childminder has not responded to her last inspection's recommendations adequately. For example, she has not gained a copy of the most up-to-date legal framework to improve her knowledge, or attended any training to update her skills and understanding of early years education. This does not demonstrate a positive attitude towards driving improvement for the children. The childminder's self-evaluation and systems for improvement are weak. This is because she has not reflected on how she can develop her service in relation to the Early Years Foundation Stage framework.

The childminder builds positive relationships with parents. She has clear lines of communication with parents regarding children's care and well-being. Parents report positively about the care offered and the 'good relationships' children have with the childminder. However, the childminder is unable to share and talk about all aspects of children's learning and development with parents, because she has a lack of knowledge and confidence about early education. For example, she has not provided parents with a required short written summary of their children's development when they are aged between two and three years.. The childminder demonstrates some ability to liaise and communicate with other providers who also care for the children.

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:

- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep 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 and ensure that each complaint is fully investigated (compulsory part of the Childcare Register).
- keep 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 and ensure that each complaint is fully investigated (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	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	112286
Local authority	Hampshire
Inspection number	813421
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	18/05/2012
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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