

Inspection date	19/10/2012
Previous inspection date	03/02/2011

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 educational programmes do not include sufficient resources activities or experiences that promote children's learning in the seven areas of learning.
- Systems for assessing children's progress are not in place so the childminder does not know what children can do or plan for their next step in learning.
- The premises are not maintained to a sufficient standard to promote children's health and some potential hazards are not assessed so appropriate action is not taken to minimise the risk to children.

It has the following strengths

- Children are shown care and attention by the childminder which makes them feel settled and happy.
- The childminder takes children to the local children's centre to give them opportunities to play on large apparatus and to play with a wider range of resources.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 front living area.
- The inspector spoke with the childminder at appropriate times during the observations.
- A tour of the premises took place.
- The inspector looked at a selection of documentation and certificates.

Inspector

Karen Millerchip

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband and three adult family members in a residential area of Coventry in the West Midlands. Shops and schools are within walking distance. The whole of the ground floor of the property is used for childminding. The garden is not used for outdoor play. There is currently one child on roll, who is in the early years age range.

What the setting needs to do to improve further

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

- develop the educational programmes to provide resources, activities and first hand learning opportunities that promote children's progress across the seven areas of learning.
- observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations
- ensure the premises are fit for purpose. Spaces, furniture, equipment and toys must be safe and clean for children to use, with specific regard to the storage of household items and the mould growth in the downstairs toilet(also applies to both parts of the Childcare Register).

Inspection judgements

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

The childminder lacks knowledge and understanding of the prime and specific areas of learning and consequently provides few stimulating activities which promote children's learning. Resources that are available are sparse and do not encourage children to develop their ideas or extend their play. However, the childminder supports children in their play as she talks to them about what they are doing and introduces some new words. For example, the home corner role play is a favourite at the minute so words related to cooking and caring for the baby are introduced.

Systems for observation and assessment are not in place so children's stage of development is not known and thereby next steps are not planned for. Any learning is coincidental and does not build on what they already know. Therefore, they are not prepared for their next stage of learning. Information is gained from parents at the start of the placement and ongoing through daily conversations but the emphasis is on care practices and does not encourage parents to share in their child's learning or to share experiences from home. There is not a garden available for outdoor play so the childminder takes children, on a weekly basis, to the local children's centre so they can play on large apparatus and have a wider variety of learning experiences.

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

The environment in which children play is not safe; the downstairs toilet has damp patches and mould growth and there are potential hazards within the household that have not been assessed or minimised. These include the effectiveness of the lock on the kitchen cupboard where hazardous substances are stored, storage of the rice-maker and the microwave, the accessibility of trailing wires, as well as the general storage of family member's possessions. Risk assessments have been undertaken previously and the childminder carries out daily visual risk assessments but these are not effective in promoting children's health and safety. Some measures have been taken to improve the safety within the home as new smoke alarms have recently been installed by the fire safety officer and the children practise the emergency evacuation drill. This means they know how to stay safe in an emergency. The childminder provides one-on-one attention and knows each child's individual care needs because she obtains this information from their parents to inform her practice. Suitable bonds have developed and children are secure and comfortable as they have a cuddle with the childminder.

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

The childminder does not have a sufficient awareness of the Statutory Framework for the Early Years Foundation Stage and several safeguarding and welfare and learning and development requirements have been breached. The childminder has attended training to update her knowledge in several areas, however, this is not evident in her daily practice. Therefore, children are not supported to progress in their care, learning and development. The childminder has a suitable understanding of what to do if she has concerns about a child in her care which contributes to keeping them safe.

The action from the last inspection regarding parental permission for emergency medical treatment is now in place and the recommendation relating to fire safety has been addressed. However, recommendations linked to the implementation of evaluation systems to ensure that the quality of children's learning, development and care continues to improve is not in place. The childminder has no systems to identify strengths and weaknesses so views of parents, children and other providers do not feed into identifying areas for improvement. In addition, she had not addressed the recommendation relating to increasing resources, activities and experiences that challenge children's thinking and help them to embrace differences in gender, culture, religion and disability. This means children's progress in learning is hindered.

The childminder has all of the required policies and she shares these with parents to ensure they know the roles and responsibility of the childminder. Children's details are maintained accurately so the childminder can provide for their needs in line with parents wishes. The childminder is aware of the need to work in partnership with others to promote consistency should the need arise.

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 the premises and equipment used for the purposes of childcare are safe and suitable for that childcare(Suitability and Safety of Premises and Equipment).
- take action as set out in the Compulsory part of the Childcare Register(Suitability and Safety of Premises and Equipment).

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. 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	EY357058
Local authority	Coventry
Inspection number	820937
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	03/02/2011
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 that are usually their 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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