

Inspection date	15/10/2012
Previous inspection date	22/03/2011

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		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

- Knowledge and understanding of the revised Early Years Foundation Stage framework is limited which impacts on the educational provision provided for children.
- The educational programme is compromised as the childminder does not currently complete observations, assessments or plans for children who attend. This means children's individual starting points are not clearly identified to provide information about children's next steps in learning to be used when planning activities.
- Self-evaluation of the setting and the childminder's practice is not currently reviewed.

It has the following strengths

- Children are happy and good relationships with the childminder are evident.
- Relationships with parents and the schools that children attend are developing, this facilitates partnership working.

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 with children in the lounge/diner.
- The inspector discussed and asked questions of the childminder at appropriate times throughout the inspection to extend understanding of the service offered.
- The inspector reviewed a range of records, policies and procedures provided by the childminder.

Inspector

Julie Preston

Full Report

Information about the setting

The childminder was registered in 2004 and works with her husband who is also a registered childminder. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged five and 15 years in a house in Smethwick, West Midlands. The whole of the ground floor of the property is used for childminding with the exception of the two downstairs bedrooms. Children have access to a secure covered veranda area for outdoor play.

The childminder has completed basic training including first aid and updates her

knowledge through specific courses. She attends the local library and the local children's centre, visiting the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll, three are in the early years age group who attend for a variety of sessions and three are school-age children who attend before and after school. The childminder also offers care to three children over eight years. She is open all year round, all week including offering overnight care except for family holidays

What the setting needs to do to improve further

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

- implement observation and assessment processes that identify individual children's starting points, identify children's next steps and promote individual learning and development.
- plan an educational programme for children that covers all seven areas of learning and meets the individual needs of children attending.
- gain an in-depth understanding of the revised Early Years Foundation Stage framework

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

- implement systems for self-evaluation to monitor and develop current practice and provision within the setting.

Inspection judgements

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

Children attending the setting are secure and happy within the childminder's home. She provides them with some daily opportunities for adult-focused and free-choice activities. For example, children enjoyed participating in a letter recognition/writing activity which helped develop their early literacy skills. The childminder seeks information from parents when they initially join the setting in relation to individual routines, needs and particular likes and dislikes to support children. However, her educational programme is compromised as she does not currently complete observations, assessments or plans for children who attend. This means children's individual starting points are not clearly identified to provide information about children's next steps in learning to be used when

planning activities that promote individual learning and development. Her knowledge of the new framework is limited and this means the seven areas of learning are not implemented in sufficient depth.

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

The childminder's family home is warm and welcoming, with space organised appropriately for children to play, eat and rest comfortably and safely. A varied range of resources, such as creative materials, toys, and play equipment, are provided. A selection is provided at low-level in storage boxes and in moveable drawer units, encouraging children to help themselves and make choices about what they play with. Outdoor equipment such as footballs and bicycles encourage children to enjoy exercise and fresh air and develop their large physical skills. The childminder supports children in developing an understanding of healthy lifestyles by her commitment to a healthy diet and the healthy range of meals and snacks provided. Children show developing independence in their hygiene needs. They confidently rush to wash their hands before meal times and independently toilet themselves. The childminder supervises children appropriately and reminds them to be careful with each other as they play. The childminder is in the process of building relationships with children, as she reassures them when they are unsure. The childminder supports them in achieving tasks in their play, for example sharpening pencils independently and attempting to write their own names. Relationships with the local schools that children attend are establishing and information is shared regularly to enable effective support for children. The childminder also works closely with parents and children during times of transition from the childminder on to school settings, being willing to share in settling-in processes and exchanging information with school staff to ease transition for children.

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

The childminder has a limited understanding of the revised Early Years Foundation Stage requirements. This limits implementation and monitoring of educational programmes provided for children. She has a suitable range of policies, procedures and records in relation to the day to day management of the setting. For example, she has written safeguarding policies and procedures. She shows commitment to improving her service through accessing training. However, recent training attended has been limited. Her knowledge of the safeguarding and welfare requirements is satisfactory and children's safety is suitably promoted but she is less secure in her understanding of the learning and development requirements particularly in relation to planning for individual children's progress.

There are currently no systems in place for monitoring and evaluating the provision. However, the childminder has an understanding of self-evaluation processes but has not currently implemented any form of formal or informal assessments. This means that there is no improvement plan in place or specific targets identified to enable her to improve and

develop her practice. The childminder has positive relationship with parents and regularly shares information about children's routines and the activities they complete. Relationships with other providers delivering the Early Years Foundation Stage where children attend are developing and this promotes continuity in children's care. For example, when sharing information in relation to behaviour management strategies to promote consistency of approach.

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. 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	EY285757
Local authority	Sandwell
Inspection number	820025
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	22/03/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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