

Inspection date	06/12/2012
Previous inspection date	03/11/2011

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 childminder does not have a sufficiently good understanding of the learning and development requirements. As a result, children do not benefit from activities and they do not have opportunities to explore and develop their play.
- The childminder does not obtain relevant information on children's starting points through an initial assessment that involves parents. She does not identify the next step in learning to plan further activities for children's development. Consequently, children's progress is ineffectively supported.
- The childminder does not maintain a written record for each medicine she administers and this means children's well-being is compromised.
- The childminder has not reviewed her provision by using a self-evaluation process and she has not involved parents in identifying priorities for improvement for the benefit of the children.

It has the following strengths

- Children are at ease in the childminder's provision and are generally well behaved. In the main, she appropriately minimises potential hazards and this means children are safe in the environment.
- The childminder has increased her knowledge regarding health and safety issues. She has a reasonable understanding of protecting children in her care.

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 two rooms.
- The inspector looked at children's records and other documentation.
- The inspector held discussions with the childminder during observations.

Inspector

Adelaide Griffith

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with two children aged 13 and 11 years in the Small Heath area of Birmingham. The whole of the ground floor is used for childminding. The childminder does not use the rear garden for outside play.

The childminder attends stay and play groups at the local community centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group

and attend for a variety of sessions. She operates all year round from 8am to 9pm Monday to Friday, except for family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- involve parents in the initial assessment of children's development by discussing what they can do and ensure they are included in the on-going observation and assessment of children's progress
- implement procedures to maintain written records each time medicine is given to children
- increase knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage to support children's learning effectively. Review all aspects of learning and assessment arrangements to ensure children are making good progress in preparation for the next step in learning.

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

- review the quality of the provision to identify strengths and priorities for improvement through a self-evaluation process and involve parents in making changes for the benefit of the children.

Inspection judgements

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

The childminder generally implements activities to engage the children but she has a poor understanding of the importance of the areas of learning. As a result, children's development is insufficiently promoted. The childminder provides a fair range of resources to support children's play and she joins in with activities, such as stacking large bricks. She talks to children throughout and draws their attention to the toys. This interaction encourages their language skills appropriately and they respond by babbling. The childminder mainly directs children's activities as she takes their attention from one resource to another. This means that children have insufficient time to explore the environment and to develop their own play.

The childminder remains close to children at all times supervising their play and movement when they pull up to stand. She is aware of their preference for play with cars and

provides these primarily for enjoyment but not for the developmental benefits. Although the childminder follows children's lead she does not clearly identify what they might gain developmentally from, for example, playing with cars. Therefore, they do not benefit from purposeful activities that promote their learning. She plans some enjoyable activities such as outings to local shops and this supports their understanding of the world. They look at books with the childminder and evidence of children's work, for example, mark-making and painting is included in their learning journal. Although some activities appear to promote learning in the prime and specific areas, these are not targeted to children's developmental needs. For instance, the childminder does not always encourage young children to feed themselves. For that reason the intermittent input by the childminder does not support children to consistently develop aspects of self-care relevant to their age.

When children start in the provision the childminder obtains information about the routines used at home but does not discuss what children know and can do. An initial assessment of children's development is not carried out with parents to ensure there is shared understanding of children's developmental stage and to identify their needs. The childminder records aspects of children's development in a learning journal but does not share this information with parents. Accordingly, children do not benefit from joint working between the home and the childminder's provision. Although the childminder carries out observations to note what children can do the next step in learning is not clarified because she lacks the understanding of how to use relevant guidance, for example, the Development Matters in the Early Years Foundation Stage. Hence, children do not receive adequate support to promote their learning.

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

The childminder allows sufficient time for children to settle in her provision and, as a result, they feel at ease. The childminder interacts positively with children and they form acceptable relationships. They are happy as they make eye contact and respond with smiles to her talking. On occasions parents bring their own toys and the childminder ensures children have access to these during the initial part of the session. This arrangement helps children to make a smooth transition from home to the childminder's provision. In the main, the childminder has appropriate procedures to keep children safe. She checks the premises daily and ensures the rooms are maintained at a consistently stable temperature. However, children's well-being is compromised because a record for the administration of medication is not maintained.

The childminder praises children as they play and talks to them warmly. As a result, they are well behaved. The childminder ensures that dietary requirements are met by providing a range of freshly-cooked, balanced meals. She provides a reasonable range of fresh fruit for snacks and drinks are freely available. The childminder has a clear routine that includes sufficient time for sleeping. Children have opportunities to mix with peers at stay and play groups and they develop skills in playing with others. Currently, the next stage in learning is not addressed well enough to prepare children to move on systematically in their development.

The effectiveness of the leadership and management of the early years

provision

The childminder has insufficient knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, children's learning and development are ineffectively promoted. She does not review activities, planning and progress of the children to ensure gaps in their learning are suitably addressed. The childminder obtains written parental permission for the administration of medicines but a written record is not kept each time a medicine is given. This is a breach of safeguarding and welfare requirements and a breach of the childcare register requirements, as a result children's well-being is compromised.

The childminder has a good enough understanding of protecting children if there are concerns about possible abuse and parents are informed about her responsibility to do so. She has attended several courses to maintain her professional development, for example, health and safety. As a result, her awareness of safety is increased and contributes more appropriately to maintaining children's safety. However, she has not looked critically at the service she provides and has not discussed with parents how improvements can be made to her provision for the benefit of the children.

The childminder works reasonably well in partnership with other professionals. She regularly attends the community centre where she receives guidance regarding her provision. On a daily basis the childminder fills in a communication book to share information about children's care and routines. Parents are aware of the policies and procedures in place to support children's care and learning.

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 records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it together with a record of a consent. Compulsory part of the childcare register (Records to be kept)
- keep records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it together with a record of a consent. Voluntary part of the childcare register. (Records to be kept).

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	EY425115
Local authority	Birmingham

Inspection number	875809
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	03/11/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

