

Inspection date	12/02/2013
Previous inspection date	13/10/2008

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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 consistently ensure children's safety as, at times, she allows her under-age assistant to have sole responsibility for the children when walking them to and from school.
- Medication records are not robust enough. Written permission is not always obtained from parents before medication is administered to ensure that children's health and safety are fully protected.

It has the following strengths

- Children enjoy a wide range of resources and activities that support their learning and development across all areas. The childminder uses planning and observation effectively to identify the next steps of children's learning. She plans activities to support each individual child's learning requirements.
- Children who speak English as an additional language are exceptionally well supported. The childminder uses gestures, pictures, dual-language books and words in the child's home language to effectively develop and enhance communication and language skills.
- The childminder is well qualified. She regularly attends additional training to enhance her knowledge and understanding, and implements what she has learned to improve her practice.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas of the premises.
- The inspector looked at children's records, planning, assessment and other required documents.
- The inspector held ongoing discussions with the childminder, her assistant and the children.

Inspector

Becky Johnson

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her adult child and one child aged 10 years in Redditch. The whole of the ground floor of the house and the rear garden are used for childminding. The childminder works with an assistant. She attends various toddler groups and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, five of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from

7.30am to 6.30pm Monday to Friday, except for family holidays. She provides funded early education for two-, three- and four-year-olds. The childminder supports children who speak English as an additional language. She has a level 3 childcare qualification.

What the setting needs to do to improve further

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

- ensure that any assistant under 17 years of age is supervised at all times and does not have sole responsibility for the children
- ensure that medication is only administered where written permission has been obtained from the parent or carer.

Inspection judgements

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

Overall, children's progress is well supported. The childminder is secure in her planning and assessment procedures to help children to make progress in their learning and development. For example, she has successfully completed the two-year-old checks to identify children's progress and their next stages of development. Parents are fully involved in their children's learning. Teaching is effective because children benefit from a range of activities and resources that cover all areas of learning. The childminder is well qualified and has an assistant who also holds a childcare qualification. However, the assistant is, at times, left in sole charge of the children, although she is not yet of an age to meet the legal requirements for this. Nevertheless, children do benefit from close relationships with the childminder and her assistant and enjoy the time they spend with them.

Some aspects of the childminder's practice are strong. She effectively plans a range of activities for children to participate in and encourages and supports them in all areas of their learning and development. She recognises when children are unsure of activities and provides additional support and resources to encourage them to participate. For example, when children are unsure about playing in the shaving foam, she provides a paintbrush for them to make marks and patterns in the foam without getting their hands dirty. Children especially enjoy taking part in craft activities. They take turns to dip the glue sticks into pots before industriously spreading the glue and carefully positioning the sequins and tissue paper to complete their Valentine hearts. They take part in role play activities, pretending to make cups of coffee and asking the recipient of the drink if they take sugar. Older children help and support their younger peers, for example, when finding the pieces to complete a puzzle. The activity is then extended as the assistant talks about the

different colours and numbers on the puzzle and draws the corresponding number in the air for children to copy.

Children's communication and language is supported well. The childminder supports several children who speak English as an additional language to make excellent progress. She has developed methods to aid their communication, such as flash cards and gestures. Dual-language books help children to become familiar with written words in both their home language and English. Children learn about other cultures and festivals, such as Chinese New Year. They make dragons from egg boxes, using paints and paper to decorate them. They regularly access the local community and attend various groups to encourage them to socialise with other children. They visit the dentist and enjoy spending time going up and down on the dentist's chair. This helps them to become familiar with the dentist's environment and reduces concerns when they visit the dentist themselves. Children enjoy learning about the world they live in. They look for animal homes when on walks, and hunt for squirrels and feed the ducks in the park. The activities that the childminder provides for children help to prepare them for school.

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

Generally, children's well-being is appropriately supported. The childminder knows each child well and they feel emotionally secure with her as a result of the care and support she gives to them. She sits with them as they play and shows an interest in what they are doing. The childminder is supportive of children and understands their individual needs because she works closely with their parents or carers. As a result, they develop emotional attachments and feel safe in her care. At times, the assistant is responsible for taking children to and collecting them from school. However, she is under the legal age to have sole responsibility for the children and does not have the knowledge or experience to effectively build relationships with the other settings that children attend. As a result, children do not always receive the appropriate support to prepare them for the transitions between the setting and school.

Children are safe and secure within the setting as the childminder has procedures in place to identify and prevent potential hazards. All areas used by the children are checked and risk assessed before children arrive. Children are gaining an understanding of how to keep themselves safe as the childminder reminds them to take care when using equipment and when stepping over the small step into the playroom. Children's behaviour is managed appropriately and strategies to support this are positive. They learn good manners by using 'please' and 'thank you', and a sticker system rewards positive behaviour. Their self-esteem is promoted as the childminder offers continual praise and encouragement.

Children are beginning to develop an understanding of healthy lifestyles. They access fresh air in the garden or at the local park and use equipment, such as balls which they throw and catch. They especially enjoy playing with two inflatable dice, one with actions, such as jumping and star jumps, and one with numbers for the amount of actions they need to complete. This promotes their physical well-being and develops large muscle skills. Self-help skills, such as independently accessing the toilet and washing their hands, are encouraged. The childminder supports children to develop these skills correctly. They

know that they have to wash their hands using soap to get them clean so that they do not become poorly. The childminder encourages children to eat healthy foods and talks to them about food that will help them to grow strong and healthy. Records relating to accidents are correctly maintained and completed. However, the procedures for administering medication are not robust enough. Parents do not always sign to give permission for medicines to be administered and, as a result, children's health and safety is compromised in this area.

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

Children are appropriately protected as the childminder and her assistant have an acceptable knowledge and understanding of child protection procedures. They have both attended safeguarding training and the childminder has additional training as the designated safeguarding member of staff. A no mobile phone policy is in operation within the setting and the assistant's phone is locked away when she is working with the children. However, the childminder has failed to understand the safeguarding and welfare requirements in regard to the use of assistants and the administration of medication. Following information received regarding this, an early inspection was carried out. The inspector found that the assistant was not of an acceptable age to be left in sole charge of the children and that medication records are not accurately completed. As a result, two specific requirements which significantly impact on the safety and well-being of children are not met.

The childminder has developed working relationships with parents and carers. She shares information relating to their child's development and ongoing personal routines daily. Links are in place to share information between other settings, and the childminder shares information with schools before children start. The childminder understands the need to maintain confidentiality when sharing information, both with parents and other settings. The childminder and her assistant hold appropriate childcare qualifications. The childminder attends training to update her knowledge and encourages her assistant to attend with her. She reflects on the care that she offers and understands that improvements need to be made and practice embedded to improve children's care, development and learning.

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 any person aged under 18 caring for children is supervised at all times by a person who has attained the age of 18 (Welfare of the children being cared for)

- ensure that records are kept of any medicine administered to any child cared for on the premises include the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent (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	EY371695
Local authority	Worcestershire
Inspection number	903171
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	13/10/2008
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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