

Inspection date

25/04/2013

Previous inspection date

01/07/2011

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 sufficient understanding of the safeguarding and welfare requirements, such as the requirement to assess all risks to children's safety. Therefore, children's safety and well-being are not supported.
- The childminder lacks knowledge and understanding of the learning and development requirements. As a result, children's learning is not sufficiently assessed and they are not provided with a suitably challenging educational programme that supports them to make continuous progress.
- The childminder does not share information with other providers, such as pre-school teachers, when children attend more than one setting. Therefore, adults do not have an agreed view of how to consistently meet children's overall needs.
- The childminder does not demonstrate a commitment to continually improve her knowledge and understanding or her practice with the children. This results in continued weaknesses throughout the provision.

It has the following strengths

- Children benefit from flexible routines which enable them to initiate their own play and develop their own ideas.
- Children show curiosity and are supported by the childminder to use their senses to explore the world around them.

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 activities in the lounge, dining area and garden, and completed joint observations with the childminder.
- The inspector took account of the views of parents and carers obtained by the childminder in preparation for the inspection.
- The inspector spoke with the childminder and children about the daily routines, children's behaviour and safety, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, including safeguarding and complaints, risk assessments, children's learning records and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult child and one child aged 14 years in West Bromwich, West Midlands. The whole of the house is used for childminding purposes and there is a fully enclosed garden available for outside play. The family has a budgerigar, a parrot and two rabbits as pets.

The childminder attends toddler groups and activities at the local children's centre. She visits the 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 within the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- gain a secure understanding of the safeguarding, welfare and learning and development requirements of the revised Early Years Foundation Stage to support children's learning, development and well-being, and to ensure they are kept safe
- assess all risks to children's safety, with specific regard to the behaviour children display towards one another, and review these regularly
- plan, observe and assess each child's progress across all areas of learning in relation to their age and stage of development, and use this information to identify the next steps in their learning and support their good progress
- enable a regular two-way flow of information with other providers, such as pre-school teachers, when children attend more than one setting, to ensure a cohesive approach to promoting children's welfare, learning and development
- foster a culture of continuous improvement to obtain a clear view of what the setting needs to do to develop and to address areas for improvement identified at inspection.

Inspection judgements

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

The childminder has an unclear knowledge and understanding of the learning and development requirements. Although the educational programme provided for children encompasses their interests and enables them to explore and develop their own ideas, it is not planned by the childminder to ensure all children make continuous progress in all areas of learning. This results in children not being sufficiently challenged or prepared adequately for their next stage in learning or for school. The childminder generally knows what children can do and observes them at play during the day. She records what some children have enjoyed doing in their 'journal'. However, the childminder is not evaluating what each child is learning from the activities and experiences they participate in, and she is not identifying or planning for the next steps in their learning. This means that children are not making sufficient progress given their starting points.

The childminder shares some of the children's learning with their parents. For instance, she discusses how children are learning to manage their feelings and behaviour, both at home and in the setting. However, the information shared is largely focused on care practices, and due to the inconsistency of accurate and continuous assessment, the quality of information provided for parents with regard to their children's learning is variable.

Children enjoy playing in the spacious lounge/dining room which leads out onto the garden. This supports them to make choices to play indoors or outdoors. They enjoy exploring and investigating the sufficient range of resources, some of which help them to learn about the similarities and differences between themselves and others. For example, children read books which explore different beliefs and feelings, such as anger. In addition, children are made aware of different religious celebrations and events. For example, they enjoy painting a Chinese flag and eating prawn crackers when learning about Chinese New Year. The childminder enjoys children's company and spends most of her time playing with them. However, adult interaction lacks challenge, because not enough emphasis is placed on raising achievement. For example, when children show an interest for playing in the sand outdoors, the childminder attempts to encourage their thinking and speech by asking open-ended questions. However, after asking 'How does the sand feel?' she does not check out their understanding or share her thoughts when they do not respond.

Children enjoy exploring the world around them, especially when outdoors. They flit from one resource and activity to another, showing curiosity in objects, people and the natural environment. For example, children explore plants climbing up the wall with their hands and show an interest in a wood-burning stove. Children say single words to demonstrate their thoughts and say 'hot'. The childminder listens to what they say at this time and responds appropriately. For example, she praises children for their understanding of the possible dangers posed by the stove.

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

The childminder is not vigilant in ensuring all children are cared for safely. This does not protect their physical and emotional well-being. The childminder does not protect children from the harm caused when younger children are displaying behaviours, such as biting. For example, she leaves children unsupervised in the lounge while accessing the bathroom on the first floor of the premises, and takes ineffective measures to ensure children are within her sight when cooking in the kitchen.

Overall, children display friendly behaviour towards adults and seek to share their experiences. For instance, they confidently approach unfamiliar adults and show an interest in their shoes. Some young children demonstrate a growing sense of will and determination which, at times, result in feelings of anger and frustration. For example, when young children have to wait for what they want because the childminder is talking to others, they have a tantrum. The childminder responds appropriately at this time by giving them lots of eye contact and clear explanations. This results in children feeling reassured and learning to understand the boundaries. Children and their families benefit from a gradual transition from home into the setting. This promotes appropriate bonds and secure attachments. Children settle quickly and happily wave goodbye to their parents at the door.

Overall, care practices protect children's health. Children enjoy a balance of varied and mostly healthy foods provided by their parents, which include fresh fruit. Young children are beginning to be independent in their self-care. For example, they feed themselves competently from a dish of cereal for breakfast using a spoon, and drink without spilling from their own beakers. Children are provided with suitable opportunities to access fresh air and exercise outdoors every day. They enjoy visits to the library and regularly attend local toddler groups, which help develop their social skills.

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

The childminder lacks an understanding of the safeguarding and welfare requirements of the revised Statutory Framework for the Early Years Foundation Stage. The inspection took place following information received by Ofsted that suggested the childminder may not be meeting all the safeguarding and welfare requirements. This includes the supervision of children, assessing risks to children and providing information for parents. The inspection found that a number of legal requirements are not being met. Although the childminder ensures all areas accessed by children are suitable, she does not adequately assess the risks to children, taking into consideration each child's individual needs and behaviours being displayed. This does not protect children's safety and welfare. In addition, the childminder does not enable a two-way flow of information between herself and other providers, such as pre-school teachers, when children attend more than one setting. This results in a lack of shared understanding and children not benefiting from continuity in their care and learning. The childminder has a satisfactory understanding of her role and responsibilities in relation to child protection issues, such as reporting any concerns about a child in her care. She shares an updated safeguarding policy with parents, which includes an appropriate procedure for the use of cameras and mobile

phones in the setting. Parents also benefit from sharing and receiving information with regard to children's routines and behaviour.

The childminder does not understand or fulfil her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. This leads to some aspects of her practice requiring significant improvement. The childminder does not consistently or adequately monitor the progress all children make in their learning or plan an educational programme that is sufficiently challenging. This results in children not making continuous or sufficient progress in their learning.

The childminder does not demonstrate a positive attitude towards continually improving her knowledge and skills or developing the setting. She lacks the motivation to seek support or make the necessary improvements. This results in some recommendations from the previous inspection not being improved upon. For instance, she does not consistently observe or plan for children's learning or use self-evaluation to monitor her practice or the setting as a whole. This results in children's safety, well-being and learning needs not being adequately met. The childminder has made some improvements in her practice. She provides children with a flexible routine which enables them to make decisions in their play and explore. Parents who provided the childminder with a written summary of their views in preparation for the inspection state they are happy with the service being provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 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 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	EY417195
Local authority	Sandwell
Inspection number	912805
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	01/07/2011
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, 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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