

Inspection date	07/06/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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 has failed to meet the Statutory framework for the Early Years Foundation Stage requirements in full, with regard to the safeguarding procedure and notifying Ofsted of a significant event. This compromises children's safety and well-being.

It has the following strengths

- The childminder works closely with her assistant and builds positive relationships with each child's parent. As a result, she provides consistent and supportive care to all children. This helps children to settle quickly and separate happily from their parents.
- The childminder plans stimulating outdoor activities, which encourage children to explore the natural world. As a result, babies and young children respond with excited anticipation, as they use their senses to discover new and unusual things.
- The childminder fosters children's confidence and self-esteem, through her enthusiastic and positive praise for their achievements.
- Children enjoy good health and nutrition, because the childminder encourages them to eat healthily and to play outside regularly, in the fresh air and sunshine.

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 children's activities in the childminder's home and garden.
- The inspector conducted observations of children's play and learning alongside the childminder.
- The inspector held discussions with the childminder about all aspects of her provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant, and discussed the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the childminder's own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant. She lives with her partner and two children aged 17 months and six years in a house in Halesowen, Birmingham. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at local children's groups. 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 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- ensure that the safeguarding policy is implemented and followed, regarding informing Ofsted of any allegations and the action taken.

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

- develop highly effective strategies to share ideas with parents in supporting their child's learning at home.

Inspection judgements

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

The childminder demonstrates a secure understanding of the educational programmes and how children learn and develop. She provides a stimulating and visually attractive environment which enables children to explore and make new discoveries, using all of their senses. For example, babies express feelings of excitement and anticipation, as they wiggle and jiggle their bodies in time to musical sounds. They show curiosity and interest in their surroundings, as they lift up and shake the sensory bottles. They make considered choices about what they want to play with, as they pick up and put down different toys

and objects. They respond with fascinated interest as the childminder and her assistant, encourage them to observe floating bubbles, and to discover how to blow through the loop to make them work. Unusual resources, such as colourful scarves, are used to add excitement to this aspect of learning as they watch the 'floaty' movements, with absorbed concentration.

Older babies are encouraged to try new things, such as exploring the texture of sand and playing with a variety of containers in the water tray. Their learning is enhanced by the childminder's purposeful interactions, as she asks questions which encourage children to find out 'what happens next?' 'how does it feel?' and 'what can you hear?'. Children delight in joining in small group activities, such as the teddy bear's picnic, and snuggling down for a quiet story. This effectively supports their communication and language development and social interactions. They learn how to count, match and order objects by size, shape and colour, as they place different bands on the mug tree. This helps them to think and develop their mathematical abilities. As a result, children remain motivated and actively engaged in fun activities, which help them to develop the characteristics of effective learning.

The childminder skilfully uses indoor and outdoor resources, to support children's learning and development. She plans interesting and challenging activities, based on each child's current interests, skills and emerging abilities. This ensures that all children make good progress towards the early learning goals. For example, she provides low-level furniture and moveable toys, to help young children develop their balance and coordination, as they progress in their physical development. She creates many exciting opportunities for children to discover the natural world as they play in the mud kitchen, build a wormery and view small creatures through the magnifying glass. She uses her time, and that of her assistant, very well to maximise the attention given to support each child, as they play and explore. She pays close attention to the needs of children with special educational needs and/or disabilities, so that they are fully engaged in all aspects of learning. Consequently, children are well prepared for their next stage of learning and school.

The childminder shares detailed and timely information with each child's parents, through daily conversation and helpful communication books. This enables parents to feel fully involved in their child's learning each day. However, there is scope to extend ideas for activities to do at home, so that parents can continue to support their child's learning.

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

The childminder has failed to secure the safeguarding and welfare requirements, because she has not informed Ofsted of a significant event within the appropriate timescale. This is an offence. This means that children's safety and well-being are compromised. This risk is minimised however, because the childminder takes appropriate steps to build positive and trusting relationships with children and their families. She speaks kindly to children, offering them enthusiastic encouragement and positive praise at every opportunity. She works closely with her assistant to provide supportive and consistent care, so that children's individual needs are met. She involves parents and carers in all aspects of their

child's daily routine, to promote continuity of care. As a result, children feel happy and content in the company of other adults, and separate from their parents with confidence.

Children's behaviour is managed sensitively, so that any areas of concern are addressed promptly, and in conjunction with parents and school providers. This enables personal issues to be resolved in a timely manner. Consequently, older children are beginning to understand rules of acceptable and unacceptable behaviour.

Children's good health is promoted well. They benefit from a healthy menu, which includes a variety of nutritious snacks such as fresh fruit. They enjoy free access to the garden and other outdoor activities, which encourage their healthy growth and development through physical exercise and fresh air. The childminder is careful about sun safety. For example, she obtains written consent from parents to allow her to apply sun-cream to their child when needed. In addition, she provides a sheltered area outdoors, so that children can play, rest and relax safely, out of direct sunshine.

The childminder forms positive relationships with other childcare professionals. This helps her to provide consistent care for all children, and to support them through change and new experiences. Consequently, children approach important stages in their lives with confidence.

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

The childminder has not followed her safeguarding policy which sets out clear instructions, to inform Ofsted of any significant events relating to this aspect of her practice. Consequently, she is in breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and of the Childcare Register requirements. As a result, children's safety and well-being is not effectively prioritised. However, the childminder follows robust recruitment and vetting procedures in order to ensure that assistants in her employ are suitable to work with children. This includes an interview to check their qualifications, knowledge and experience of childcare and education. All of the necessary disclosure checks are completed through Ofsted. In addition, the childminder seeks references from previous employers, to verify each assistant's suitability. She recognises signs and symptoms of abuse and this ensures that children are protected from harm and neglect.

The childminder uses self-evaluation as a useful audit tool to guide and inform her practice, although she has failed to identify gaps in her safeguarding procedure. However, it has helped her to identify professional development opportunities for herself and her assistant. For example, the childminder recently attended an educational training programme, that enhanced her knowledge of how to follow children's 'schema's.' This successfully guides her planning towards child-led activities. She has also completed behaviour management training, which has strengthened her knowledge of how to manage children's feelings and behaviour. Further training opportunities have already been scheduled, to enhance the childminder's and her assistant's, existing professional

skills and knowledge, such as supporting children with special educational needs and/or disabilities. This promotes inclusion.

The childminder responds positively to the views and suggestions of parents and children, as part of the self-evaluation process. As a result, she has established a more effective way of communicating with parents about their child's daily care and learning. She has successfully introduced continuous outdoor provision, to greatly enhance children's learning experiences and enjoyment. Consequently, children's progress towards the early learning goals is strong.

The childminder is developing sound relationships with other childcare providers, advisors and local schools. Consequently, she develops useful community networks, which benefit children's learning and emotional stability. Parents offer complimentary comments about the childminder, and her commitment to their child'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:

- implement effective procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register).
- inform Ofsted of any allegation of serious harm to, or abuse of, a child committed by any person, where the allegation relates to harm or abuse occurring on the premises (voluntary part of the Childcare Register).

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	EY454841
Local authority	Dudley
Inspection number	895946
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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