

Inspection date	24/07/2013
Previous inspection date	01/12/2009

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		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 ensure that adult to child ratios are met and that appropriate records are kept, to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met.
- Children's safety is compromised because the childminder does not undertake effective risk assessments, in order to minimise hazards in her home. Consequently, she does not ensure that her premises, including outdoor spaces, are fit for the purpose of caring for children.
- The childminder does not undertake regular observations and assessments, in order to identify children's next steps in learning, plan challenging activities and track their progress. Consequently, children's learning and development is not sufficiently supported or extended.

It has the following strengths

- The childminder develops positive relationships with parents. This helps to ensure daily information is exchanged about children's care needs and parents' wishes, which helps children to make a smooth move between care at home and care with the childminder.

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 compulsory part 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 and garden.
- The inspector held discussions with the childminder about children's play and care routines.
- The inspector interacted with children and spoke to parents to obtain their views about the setting.
- The inspector looked at children's records and a range of written policies.

Inspector

Christine Armstrong

Full Report

Information about the setting

The childminder was registered in 2001 on the registered on the Early Years Register and compulsory part of the Childcare Register. She lives with her husband and two children aged 16 and 17 in a house in the Wollaston area of Stourbridge. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is able to take and collect children from local schools and pre-schools. There are currently six children on roll, of whom five are within the early ears age group. The childminder is open all year round from 7.30am to 6pm, Monday to Friday, 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:

- ensure that the premises, in this instance the lounge and garden, are fit for purpose, so that children can play safely
- ensure effective risk assessments are carried out to identify and minimise all risks to children, both inside and outdoors, in order to ensure children's safety is promoted
- ensure adult:child ratio requirements are met, in order to meet the needs of all children at all times
- keep a record of each child's date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance
- ensure children's learning and development is effectively supported by undertaking observation assessments of children's progress and using this information to plan activities and provide parents with a summary of their child's progress.

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

Children are not sufficiently prepared for school and their next steps in learning. Although the childminder is familiar the process of observations and assessments she accepts she has not completed these for the children in her care. This means she is not tracking their progress over time or effectively identifying children's next steps in learning. This hinders her ability to provide individual tailored learning for children, in order to effectively plan suitably challenging activities that help them to progress towards the early learning goals. It also hinders her ability to review children's progress when they are aged two and to provide parents with a short written summary of their child's development in the prime areas of learning, in order to support children's learning at home. This also limits her ability and effectiveness in working with other professionals, particularly in relation to providing intervention to support any identified gaps in children's learning, to ensure more targeted support is provided if needed.

Activities the childminder provides are not always effective in matching experiences to children's abilities. Consequently, children's learning is not always adequately supported or extended. For example, younger and older children are given crayons, pens and colouring books, which stimulate their interest to make marks for their own purpose. However, the activity is not organised so that younger children benefit from the experience. For example, no steps are taken to ensure younger children can reach the table. Therefore, they have their book and crayon on their lap, which makes it very difficult to make marks in the books. The childminder does not provide more appropriate resources for them to make marks such as, damp sand or paint, in order for them to enjoy the sensory experiences of making marks, which is more appropriate for younger children. She does not sit near to the children so that she can 'tune in' or share in the fun of discovery, or respond to children's attempt to communicate. Therefore, children's attempts to communicate go mostly unnoticed and they become disinterested, which leads the childminder to picking them up and moving them away from the activity. This results in children becoming inactive in her arms. Consequently, younger children are not adequately engaged in learning and they are not supported to become eager and motivated learners.

The childminder demonstrates she can be skilful in her interactions with children. For example, she knows older children are very interested in dinosaurs and encourages them to recall previous experiences such as, visiting a zoo, where they have seen model dinosaurs. When children engage the childminder in naming different types of dinosaurs the childminder follows their lead and spends some time with them guessing the different names. She models being a thinker by talking with the children about how they can find out the names by using the computer or finding them in books. However, the childminder's attention is soon taken by other children. This results in children losing interest because the childminder fails to plan the environment to support children's interest. For example, the resources available in the lounge are more appropriate for much younger children and there is only one furry dinosaur, which does not capture the children's attention for long. There are no books or other resources available to support children's literacy skills and no open-ended resources such as, play dough or clay for children to combine in a variety of ways to represent and develop their own ideas, in order to explore and take part in active learning. Instead, older children sit inactive looking at a dinosaur film on the television and a dinosaur computer game with the childminder's daughter. Consequently, older children are not adequately engaged in extending the skills they need to be ready for school.

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

The childminder does not provide children with a suitable and safe environment to play. This is particularly evident in the outdoor area where there are many hazards. Therefore, children do not receive positive messages about the importance of keeping safe. The childminder also fails to promote children's understanding of how to keep themselves safe as they play. For example, when younger children demonstrate their eagerness to achieve the same agility as older children, by climbing up to the top of a high climbing rope, the

childminder fails to talk to them about the steps they could take to ensure their safety. For example, she does not remind them not to go up the rope if she is not present and she does not talk to them about the risk of injury if they jump off the top of the rope, particularly as this is what older children do. However, the variety of good quality outdoor equipment, the space and time children spend in the childminder's garden contributes to children enjoying fresh air and exercise, which support their physical development.

The childminder is warm and kind to young children, although at times she fails to provide a sufficient amount of individual attention each child may need, in order to support their well-being. For example, the childminder provides suitable support and care for some young children who relax on her lap as they have a drink from their bottle, but she fails to provide any individual attention to other young children who are also having their drink. For example, she does not sit close to them so that they also have her attention. Consequently, some other younger children sit alone on the floor to have their drink, which does not ensure all children feel included.

Children enjoy positive relationships with other children in the childminder's care and other adults in her family, which helps them to develop their social skills. Older children are supported to show care and consideration to younger children and they respond positively to the appropriate boundaries set by the childminder. This helps children to enjoy a harmonious environment. The childminder's positive partnerships with parents ensure daily information is exchanged about children's needs and parents' wishes, which helps children to make a smooth move between care at home and care with the childminder. The childminder works in partnership with parents to meet children's individual dietary needs of children, providing healthy snacks to supplement lunch boxes that are brought from home. Parents report the childminder is always willing to provide advice and support to them, for example, in relation to their children's sleep patterns.

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

The childminder does not demonstrate a sufficient understanding of how to meet the safeguarding and welfare and learning requirements of the Early Years Foundation Stage and the compulsory part of the Childcare Register. This inspection was brought forward by Ofsted because Ofsted received information that adult to child ratios are not maintained and that the childminder works with an assistant who is not known to Ofsted. The childminder accepts that she cares for four children in the early years age range, therefore, adult to child ratios are not met. The requirement of the Statutory Framework for the Early Years Foundation Stage is that a childminder may only care for three children in the early years range, unless there are specific exceptions. There are no specific exceptions in this instance. The inspection found that the childminder does not use an assistant. However, the childminder's daughters often accompany her when she is childminding, but they do not act in any supervisory or care role.

The childminder undertakes risk assessments but these are not effective enough to minimise all hazards, in order to ensure children's safety. Consequently, she does not

ensure her premises are fit for the purpose of caring for children. For example, although the childminder has risk assessed her garden it remains an unsafe place for children to play. For example, there is a large inflatable swimming pool that is full of water and although children are not allowed to go into the water, unless the childminder is also in the water, they are allowed to stay in the garden unsupervised when the childminder leaves the garden, for example, to go to answer the front door. This poses a significant risk that children may enter the water unsupervised. There are also a number of other potential hazards around the garden. For example, a door with glass panels is leant against a shed in an area where children can freely access. This presents a significant risk of the door falling on to and injuring a child. Alongside of the house there is building equipment, which includes ladders that are extended and leant up against the house. Children can also freely access this area and they have unsupervised access when the childminder leaves the garden area. This means children can climb up the ladder, which can lead to children falling and receiving significant injuries. Children have access to all rooms downstairs, which means they are sometimes in the lounge while not under the direct supervision of the childminder. There are trailing electrical wires in the lounge within very young children's reach, which causes a significant potential choking risk to children. This means that legal requirements are not met and this also applies to the compulsory part of the Childcare Register. However, suitable steps are taken to ensure intruders are prevented from entering the premises. This ensures a secure environment.

The childminder does not keep appropriate records to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met. For example, the childminder does not keep a record of children's arrival and departure times and she does not hold information about all children in relation to their date of birth, address and emergency contact details. This means her ability to act swiftly in an emergency, in order to safeguard and protect children, is significantly hindered. The childminder has a clear understanding of her role and responsibility with regard to child protection issues and understands the procedures to follow if she was to have concerns about a child in her care. However, because she does not keep all the required information about children she is unable to pass this information on to the relevant agencies, in order to ensure swift action can be taken to protect children. Household members are known to Ofsted and appropriate checks have been undertaken to confirm that all persons are suitable to be in contact with young children.

Relationships with parents are very positive. Parents stay and exchange information with the childminder, which helps to support continuity and cohesion in children's care and learning. Parents report how well their children settle and enjoy their time with the childminder. Parents are provided with written information about the childminder's service. However, there are weaknesses in monitoring children's progress over time, which hinders the childminder's ability and effectiveness in working with parents and other professionals, particularly in relation to providing intervention to support any identified gaps in learning. Therefore, arrangements are not in place to ensure children are effectively supported to make the expected gains in their learning and development, taking into account their starting points and capabilities.

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 all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory 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	258803
Local authority	Dudley
Inspection number	923950
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	01/12/2009
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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