

Inspection date

20/05/2013

Previous inspection date

06/01/2011

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 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 suitable educational programme that helps them make good progress towards all the early learning goals.
- The childminder does not reflect on all the characteristics of effective learning in her practice. This results in children not being supported to think critically, develop their own ideas and strategies for doing things and be confident to 'have a go'.
- The childminder does not appropriately engage with parents and other providers, such as nursery school teachers, to share observations, assessment and planning for each child's learning. Therefore, adults do not have an agreed view of how to consistently meet children's learning needs.
- The childminder does not demonstrate continuous improvement in her knowledge and understanding or her practice with the children. This results in weaknesses with regards to children's learning and development.

It has the following strengths

- Children are well settled and are developing close relationships with the childminder and each other.
- The childminder supports children to develop their communication and language skills; personal, social and emotional development and physical skills appropriately.

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 dining area, garden and bathroom and completed joint observations with the childminder.
- The inspector spoke with the childminder and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, children's learning records and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

The childminder was registered in 2003. She lives with her one child aged 11 years in the Sedgley area of Dudley. The whole of the childminder's house is used for childminding purposes, with the exception of the bedrooms on the first floor. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding five children, of whom two are within the early years age group. The childminder operates all year round from 7.45am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder takes and collects children to and from the local schools and pre-schools.

What the setting needs to do to improve further

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

- plan, observe and assess each child's individual 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 towards all the early learning goals
- reflect on the different ways children learn, to include all characteristics of effective teaching and learning, so that children are supported to think critically, develop their own ideas and strategies for doing things and are confident to 'have a go'
- enable a regular two-way flow of information with parents and with other providers, if a child is attending more than one setting, to ensure a cohesive approach to promoting children's welfare, learning and development
- foster a culture of continuous improvement and work in partnership with others, such as parents, to obtain a clear view of what the setting needs to do to develop and address all areas for improvement.

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 revised Statutory framework for the Early Years Foundation Stage. Although the educational programmes planned for children encompasses their interests, it is not planned by the childminder to ensure all children make the best progress towards all the early learning goals. The childminder observes children at play and generally knows what children can and cannot do. She has begun to record some of her observations in children's learning journal folders. However, she does not use the information gained from observations appropriately to assess the progress children are making and to identify their next steps in all areas of their learning. This does not ensure that children gain an adequate range and level of skills to prepare children for their next stage in learning and for school. In addition, the childminder lacks an understanding of the requirement to complete a progress check at age two years.

Although children show an interest in the learning environment that is provided by the childminder, they are not supported to develop all the characteristics of effective learning. For example, when children show an interest in an empty watering can while outdoors and ask for water, the childminder does not respect their idea or enable them to think about why they want water or where to get it from. Instead she informs them it is too cold and they do not have time. This does not support children to develop their own ideas and strategies for doing things. In addition, when children explore skipping ropes and observe the childminder model how to use them for skipping, they are not encouraged to 'have a go' or to develop their confidence to try a new activity when they say 'I can't do that'.

Children develop their communication and language throughout the day. For instance, while developing their skills for shape and space by completing a range of jigsaw puzzles, older children confidently initiate conversations. They discuss events at home, such as sleeping with Barney their teddy bear and describe themselves in positive terms by stating 'I'm good at this'. Younger children listen intently to what is being said and are supported appropriately by the childminder to develop their vocabulary by her constant talk and running commentary on what they are doing. All children demonstrate a clear understanding for simple instructions given by the childminder. For example, they enjoy completing simple tasks, such as tidying away resources and dressing themselves to go outdoors. This also develops their physical skills.

All parents are invited to share their children's interests, learning needs and routines with the childminder at the beginning of the placement. They also benefit from having daily conversations with the childminder about what their children have enjoyed doing each day. The childminder takes time to discuss some of the children's learning with parents, such as how to promote their speech by not offering a dummy without reason. This enables parents to support some of their children's learning at home. However, parents are not contributing to the assessment of their children's learning and development and are provided with poor information about their children's progress towards all the early learning goals because of the lack of accurate and continuous assessment.

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

Children's emotional well-being is not sufficiently promoted. The childminder does not provide children with an environment that supports them to develop their own ideas and strategies for doing things. In addition, she does not always challenge children to be willing to 'have a go' and some children do not demonstrate a 'can do' attitude. This does not promote children's self-confidence and independence. Nevertheless, children and their families enjoy smooth transitions from home into the setting which supports them to settle well. The childminder treats all children with warm and loving care and children demonstrate friendly behaviours towards each other and adults. They cooperate appropriately while completing puzzles as a group and benefit from lots of praise from the childminder when they persevere and succeed in a task they enjoy.

Children are learning to adopt appropriate health and hygiene routines. They are provided with healthy options at lunchtime, such as a banana and help themselves to a drink from their beakers when needed. Older children develop their physical skills as they confidently indicate when they need the toilet and safely mount the stairs to the bathroom. Younger children, meanwhile, sleep soundly in the quiet environment of the lounge, demonstrating they feel safe and secure. All children enjoy plenty of times in the garden which enables them to benefit from fresh air and exercise. Older children develop their imagination as they explore role-play situations, such as giving the childminder some plastic foods to eat. Younger children show curiosity for buttons and knobs on the play kitchen which develops their skills for technology. All children negotiate space successfully when playing in a large car outdoors, adjusting speed and changing direction to avoid obstacles. They begin to learn about their own safety, for example, as they take hold of the handrail without prompting, before walking up the stairs and take part in regular fire drills.

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

The childminder is not secure in her knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This leads to some aspects of her practice requiring significant improvement. Although the childminder is beginning to make some observations made of children at play, she is not making links to the areas of learning to adequately identify children's next steps and to inform her planning. This results in children not making sufficient progress in all areas of their learning. The childminder also lacks knowledge and understanding of the characteristics of learning. Therefore, children are not being sufficiently challenged and not always being supported to extend their skills and capabilities. In addition, the childminder does not enable an effective two-way flow of information with regards to children's learning between herself, parents and other providers, such as nursery 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 learning.

The childminder does fulfil her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. She demonstrates a

satisfactory knowledge and understanding of child protection issues and the action to take if concerned a child's welfare. She updates her knowledge in this area by attending training and provides parents with clearly written policies which are updated.

The childminder does not monitor and evaluate the setting or her practice adequately. She has not continued to make sufficient progress in her knowledge and understanding or her practice with the children. Self-evaluation also fails to routinely take account of the views of parents. This results in weaknesses throughout the provision. Nevertheless, the childminder demonstrates a positive attitude and she has recently taken tentative steps to making some improvements. For instance, she has improved on the action from the previous inspection and has clear and effective risk assessments in place. She is also seeking support and training with regards to the Early Years Foundation Stage.

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	EY268669
Local authority	Dudley
Inspection number	912802
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	06/01/2011
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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