

Inspection date	23/09/2013
Previous inspection date	14/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children form firm relationships with the childminder and her assistants, developing confidence and skills for their future learning.
- Teaching is consistent and effective in promoting children's learning and development in all areas. Children develop their independence in selecting their chosen activities and are developing concentration as their thinking is extended through effective questioning during play.
- Children's behaviour is managed effectively as they are praised for their efforts and achievements. They learn about the impact their choices and actions may have on others, and show care and consideration for each other.

It is not yet good because

- The daily record of children's names, days and times of attendance is not maintained accurately, meaning that ratios and the numbers of children attending on any given day are not clear.
- Risk assessments are not wholly effective in removing identified risks and hazards, such as the alcohol and washing detergent in the utility room used for messy play.
- There is scope to enhance inclusive practice further by using pictorial timetables to visually indicate routines and reassure children who may be anxious on arrival.

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 practice between the childminder, her assistants and the children indoors during the course of the inspection.
- The inspector spoke with the adults and the children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector carried out a safety check on the premises, indoors and outside.
- The inspector examined a range of documentation including policies and procedures, complaints records, suitability checks for all adults on the premises and children's records.
- The inspector took account of the views and comments from parents spoken with during the inspection.

Inspector

Patricia Webb

Full Report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and 13 years in Oldbury, West Midlands. The childminder works with two assistants. The whole of the ground floor and the rear garden are used for childminding. Toilet facilities are on the first floor. The family has a menagerie of animals including reptiles, snakes, arachnids, chickens, cats and rabbits.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 13 children on roll, 12 of whom are in 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 and holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- maintain a daily record of the names of the children attending and their hours of attendance
- implement the health and safety procedures more effectively to reduce the risk of hazards to children, particularly in relation to the storage of alcohol and washing detergent, and contact with some of the animals.

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

- enhance inclusive practice by introducing strategies, such as pictorial routines, to assist all children in becoming reassured and familiar with daily events, further supporting their emotional development.

Inspection judgements

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

The childminder and her assistants deliver consistent teaching that is instrumental in promoting children's good progress in their learning and development. Together, they provide learning opportunities and experiences that broaden children's awareness of their world and enable them to make choices about their activities. Children select easily from the wide range of resources that are presented well. Toddlers delve into the storage boxes, emerging with their chosen animals, cars and trains, confident in turning and finding the corresponding tracks and plastic boxes to organise their play. The childminder is skilled in using effective questioning to extend children's learning. During small world play with the animals, the childminder encourages children to consider why a giraffe has a long neck, what noises a zebra might make and where the lion will sleep safely. Children respond as they develop their thinking skills, considering how many sandwiches are needed when helping the childminder with the preparation for lunch. The childminder talks about cutting the sandwiches into halves and quarters, weaving mathematical concepts into children's everyday learning. Such effective teaching helps children to prepare well for the next steps in their learning, including their move into school.

Children revel in discussing and observing the raft of animals kept by the childminder. A child notices how 'it's raining in the box' when the misting spray operates for the chameleon. Children watch and consider each animal's habitat and how they move, some slowly and others quite swiftly, particularly when being fed. Parents express very positive comments regarding the animals, aware of how children's knowledge of the world is extended in a practical way. Some children eagerly join the childminder in collecting the fresh eggs and enjoying them for their lunch and tea. Children also develop their imagination while playing on the robust and exciting outdoor play equipment. They become pirates and superheroes, clambering up the climbing frame and charting the seas in search of treasure. The childminder recognises how younger children become aware of mark making as they chalk on the board in the playroom, draw with water and brushes on the fencing and trace marks in the mud with various sticks. They also recognise the patterns made by their wellingtons in the mud and try to identify each other by the footprints.

Younger children and babies are supported well through planned activities that are designed to promote their physical development. When encouraging a baby to gain upper body strength and balance, the childminder and her assistant use resources such as the padded doughnut, to support this. Moving toys and items placed at a slight distance also encourage babies to stretch and balance as they reach eagerly for the musical pop-up shape sorter. The childminder and her staff know the children well and respond sensitively when some children are upset, particularly on arrival. The childminder has not yet considered the use of resources, such as a pictorial timetable, to support young children in developing a concept of time, and recognising from the pictures of the daily activities the point at which their parent will be returning. She is also not fully aware of how such a resource can enhance her inclusive practice for children with emerging language and possibly some children where English may be an additional language. Observations are

conducted regularly and the childminder works with her assistants to assess each child's progress, linking this to the guide for ages and stages accurately. She is aware of completing the progress check for children ages between 24 and 36 months, and is preparing to complete these on current children within that age band. Parents have the opportunities to review their children's developmental records and are invited by the childminder to contribute and share children's learning from home, promoting the ethos of children's progress being a partnership between home and the setting.

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

Children are generally settled and at ease in the busy home, where the childminder asks parents to supply detailed background information about their child in order for their individual needs to be met. For example, a baby becoming fractious is swiftly soothed as the childminder's assistant realises that the silky label on the child's blanket is not in contact with the child's skin. Once this is adjusted, the baby settles for sleep. The children form close relationships with the childminder and her assistants, enjoying the family-orientated environment where they can choose to be active or relax with their chosen play. Children enjoy active play and exercise daily, both on and off the premises. They discuss the contents of their healthy lunches as they prepare these with the childminder. Meals are enjoyed as social occasions and children show good manners when getting past others at the table and asking to leave once their meal is finished. The childminder works with parents regarding meeting children's dietary needs, and offers a range of meals to extend children's experiences of tastes and textures.

Children follow familiar routines regarding their personal hygiene. They wash their hands and use antibacterial gel before eating and particularly after having any contact with the animals. This contact is done under close supervision and only for children whose parents have given written permission for this to go ahead. Children are encouraged to become aware of their own health needs. If they are capable, the childminder encourages children to apply their own sun cream, for example, when playing outside or on trips to the seaside. While risk assessments are carried out generally on the premises and for outings, some aspects in the home have not been fully addressed to ensure children's safety. Reference is made in the assessments to reducing the risk of children having direct contact with animals, such as the degus, to prevent being bitten. However, the piece of plastic sheeting normally in place has broken, and the childminder has yet to replace it to further ensure children's safety. The utility room is used, at times, for messy play activities and art and craft. There is alcohol stored in this area within children's sight and reach. In addition, open boxes of washing detergent powder are left within children's reach. The childminder insists that children are closely supervised but has not taken sufficient action to minimise such risks should children become inquisitive in the busy environment.

Children behave well with the childminder. They are praised for their positive behaviour, as the childminder and assistants understand how this promotes their self-esteem and self-worth. The childminder encourages children to consider the consequences of their actions on others. Suitable action is taken when a child's behaviour becomes challenging, and older children take some time to sit and consider what they have done. This gives them time to calm down and think about apologising, if appropriate. Some younger

children show developing empathy with their friends as they invite other children to join in with their play and locate and hand back a baby's favourite musical toy. Children are learning about their own safety, crossing roads with care when out and about and tidying away small toys when babies and young toddlers are present to reduce the risk of tripping. This also helps to prepare children for their move to other settings.

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

The childminder and her assistants work well together, offering consistent support for children to feel settled in the home. The childminder has developed a firm programme of professional development for herself and her assistant, ensuring that mandatory training, such as first aid and child protection, is updated in a timely manner to address children's welfare. The childminder is undertaking a degree course and her assistant is completing a relevant level 3 qualification in early years. The childminder is aware of how such skills and the expanding knowledge can inform further improvement. Observation and assessment are being used to plan next steps for children. The childminder is experienced in working with other professionals and agencies where an individual child may be identified as benefiting from specialist or targeted support in order to achieve as expected.

All adults have a sound knowledge of the safeguarding procedures, referring to the action they would take if they had any concerns about a child in their care. Parents are fully informed of this duty of care through the comprehensive policies and procedures. The childminder and her assistants have undergone the relevant checks to reassure parents of their suitability. The childminder conducts informal meetings and appraisals with her assistants to reflect on practice and how further improvement can be made. However, some documentation has been overlooked and not completed, as required within the Statutory framework for the Early Years Foundation Stage. This is with particular regard to maintaining a daily record of children's names, days and times of attendance in order to ensure ratios are met and the numbers of children cared for at any one time are not exceeded. Risk assessments are carried out but are not as robust as they could be in order to fully safeguard children's well-being. This is with regard to the hazards in the utility room. Both of these issues are also requirements on the compulsory and voluntary parts of the Childcare Register.

Parents share their appreciation of the provision offered by the childminder positively. They speak of how their children are eager to attend and are often reluctant to come home. Parents are happy with the care and education offered and know how to share any concerns about their child's care with the childminder and Ofsted in the event of any complaints. The childminder is committed to responding to any such concerns swiftly and is aware of informing Ofsted of any significant incidents that may occur.

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:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (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	EY290359
Local authority	Sandwell
Inspection number	932781
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	13
Name of provider	
Date of previous inspection	14/11/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

