

Inspection date

06/08/2013

Previous inspection date

23/04/2009

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 is not aware of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, or of the requirement to complete progress checks for two-year-olds and share these with parents. This contributes to her failure to ensure children make progress in all areas of learning.
- Observation and assessment are not used to support children's learning. This means that children's next steps are not identified to help them move on in their learning.
- Children's welfare is not promoted because accurate records of children's attendance are not maintained.
- Children are not effectively safeguarded because the childminder lacks knowledge and understanding of the procedures to follow if she has concerns about a child.
- The childminder has not implemented a self-evaluation process to identify the strengths and weaknesses of her provision. There are no plans to address weaknesses and areas for improvement to ensure children receive a quality care and learning experience.

It has the following strengths

- The childminder and her assistant hold a valid first aid certificate to enable them to treat children appropriately in the event of an accident.
- Children are sociable and confident at talking, responding well to the childminder's questions. They play extremely well together, using their imaginations in role play.

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 spoke with the childminder and children throughout the inspection.
- The inspector observed children at play, undertaking activities in the main room and garden.
- The inspector observed some documentation presented at the inspection.
- The inspector spoke with a parent on the day of inspection.

Inspector

Jennifer Turner

Full Report

Information about the setting

The childminder was registered in 1982 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in the Selly Oak area of Birmingham. The childminder works with her daughter, who is an assistant. The ground floor of the home and the first floor bathroom are used for childminding purposes. There is an enclosed garden available for outside play.

The childminder walks to the local school to take and collect children. Her home is within walking distance of local amenities, such as parks and shops. There are currently seven children on roll, two of whom are within the early years age range. The childminder operates Monday to Friday from 7.30am until 6pm, all year round.

What the setting needs to do to improve further

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

- implement a safeguarding policy and procedures to safeguard children and ensure these are in line with the guidelines and procedures of the relevant Local Safeguarding Children Board
- improve knowledge and understanding of the Statutory framework for the Early Years Foundation Stage, with particular regard to the learning and development requirements, in order to provide children with the best possible start in life and enable children to reach their full potential
- maintain accurate daily records of children's hours of attendance
- review the progress of children aged between two and three years, and provide parents with a short written summary of their child's development in the prime areas, to include the children's strengths and any areas where the children's progress is less than expected
- ensure children's learning is effectively observed and assessed across all seven areas of learning, to identify their starting points and next steps to move them forward in their learning, so that they make good progress.

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

- develop self-evaluation in order to identify strengths, weaknesses and training needs, to continuously develop practice so that the provision for children improves.

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

The childminder has a limited knowledge of the learning and development requirements of the revised Statutory framework for the Early Years Foundation Stage. She works with her daughter, who is an assistant. However, their current practice does not reflect requirements and, as a result, the educational programmes do not meet the needs of all children. The childminder does not identify children's developmental starting points on entry, or their next steps in learning during their time in her care. Therefore, children do not make sufficient progress because their unique learning needs are not securely understood and planned for. The lack of ongoing observation and assessment means that educational programmes are not devised to meet children's specific learning needs and so they do not make sufficient progress. As there are no effective systems for monitoring and

tracking children's progress, any gaps in learning or areas where children may need extra support go unnoticed. The childminder communicates with parents on a daily basis at drop-off and collection times, and parents are generally encouraged to share what they know about their child through discussion. However, the childminder fails to make use of the information gained to help children progress. The childminder is unaware of the required review of each child's progress that must be completed when a child is aged between two and three years. As a result, parents have not been provided with a short written summary of their child's development in the prime areas of learning, in accordance with requirements. This means that the monitoring of young children's developmental progress is not fully effective and their strengths and any areas where the child's progress is less than expected are not securely identified. Children are not well prepared for school, or their next stage of learning, because the childminder is unclear about their development and how to encourage further progress.

The childminder provides children with some activities that help them to learn through play, and which they enjoy. Children's language development is promoted through regular conversations with the childminder as they play. For example, they talk about various things that interest them, such as where they are going on holiday. Children pretend to pack a suitcase and bags for their holiday and tell the childminder they are going to the airport to get on the aeroplane. The childminder provides opportunities for children to make independent choices about their play, because they access toys freely. In addition, she follows their interests and choices. Children choose from a good range of toys and enjoy playing with the role play resources. They become engrossed and play very well together while using their imagination in dressing up as kings wearing jewelled crowns, princesses in long white dresses and characters, such as cheerleaders, from popular musical films. They move around the room and laugh as they show off their costumes. The childminder takes children to the park across the road where they are able to use large climbing equipment and have space to run around. In the well-resourced garden, children have fun climbing a rope ladder up an apple tree or pick fallen apples to make a 'witches brew'. They are excited as they select bikes, scooters and roller skates and confidently show off their balancing skills. The covered decked area provides children with opportunities to explore sand and water or construct dens. Children receive some support to aid their personal, social and emotional development. They are encouraged to play cooperatively together, as they share and take turns with favourite bikes. Despite the fun that children have, these activities are not planned in line with identified individual next steps of learning in mind to help them make progress. This is due to the childminder's lack of knowledge and understanding of the learning and development requirements.

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

Children's safety and welfare are not fully promoted because the childminder has failed to ensure she meets all of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This relates to her knowledge of safeguarding arrangements and a failure to keep all of the required documentation to promote children's welfare. That said, children are comfortable in the childminder's home because she provides a welcoming environment where they settle easily and develop close bonds with the childminder. They move around freely in the available space to access toys

stored within reach. The childminder and her assistant hold current paediatric first aid certificates and the first aid box is stocked with the necessary items. This means children receive appropriate care if they sustain minor injuries. Children receive appropriate support for developing a healthy lifestyle. For example, the childminder reminds children to clean their hands with wipes before dinner and checks they have washed their hands after using the bathroom. Children bring a packed lunch each day and the childminder ensures they have healthy snacks of fruits and toast. Drinks are readily available to children throughout the day; this ensures children are kept hydrated, particularly during hot weather.

The areas used by the children are safe and secure, and appropriate visual checks are carried out daily. The childminder ensures children are always supervised in the house and when using the garden, and members of the household are vetted. Children are becoming more aware of their own safety. They are encouraged to learn about road safety on the school runs and know they must not run when crossing the road. The emergency evacuation plan is displayed and practised with children to ensure they know what to do if there is fire. The childminder is gaining important links with the local nursery attended by the children, to support their transitions adequately.

Equality of opportunity is recognised and all children and their families are valued and respected. The childminder does not currently care for children who speak English as an additional language or children with special educational needs and/or disabilities. She is, however, aware of the need to adapt practice according to individual requirements in this respect. Children are well behaved. They are polite and form good friendships with each other. They learn about respecting others as they engage in discussions with the childminder about the wider world or share food and cultural events. The environment is stimulating as toys are stored and laid out, so that they are easily accessible for children to choose what they want to play with and meet their interests. Children enthusiastically sort and tidy away toys to help maintain a safe environment.

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

The childminder has failed to meet some of the legal requirements of the Statutory framework for the Early Years Foundation Stage. This impacts on children's welfare and the progress they make in their learning and development.

The childminder has a limited understanding of the learning and development requirements, which results in the poor monitoring of children's progress and her inability to identify any gaps in learning. The childminder has not attended training to update her knowledge on the revised framework with regard to carrying out the required assessment process, including those relating to the progress of children aged two to three years, and therefore has not shared this information with their parents. This also means that the childminder herself is unaware of how well children are developing at this stage, or where further support may be required.

Children's safety and welfare is adversely affected because the childminder lacks

knowledge and understanding of safeguarding arrangements. This impacts on timely action being taken to protect children. That said, she does have some awareness of the known signs and symptoms of abuse. In addition, the attendance register is not maintained accurately. These are breaches of the legal requirements of the Early Years Foundation Stage, in addition to requirements of the Childcare Register. The childminder has not completed training for some time and has given less priority to her ongoing professional development, and therefore she has not improved her knowledge or practice. She feels her strengths lay in helping children feel happy and settled, and in helping them to learn through play. Although she is aware of some of the weaknesses in her practice, other aspects in need of improvement has been overlooked. There are no firm planned actions to help her to overcome these to improve her service over time, or for the benefit of children who attend. In addition, the childminder has not addressed the recommendations raised at the last inspection. These weaknesses are still not fully addressed, in respect of consolidating and evaluating the assessment arrangements and improving systems for self-evaluation. A testimonial from a parent provides positive feedback. For example, a parent says the childminder is 'brilliant, a fantastic person.' The childminder works in partnership with parents and other settings attended by children in support of children's interests as they move between settings or on to school. That said, as the childminder lacks understanding of safeguarding policies and procedures, this impacts on the quality of information they receive about how the care of their children is managed. In addition, they do not receive enough information about the progress their children make while in the childminder's care.

Some aspects of children's welfare are suitably promoted. The childminder is attentive to children's care needs and routines. She provides some basic information for parents about her provision and offers daily verbal feedback to inform them about their children's welfare, care and activities.

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)
- keep and implement a written statement of 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)
- 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)

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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	504645
Local authority	Birmingham
Inspection number	931570
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	23/04/2009
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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