

Inspection date

Previous inspection date

11/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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 requires improvement

- Positive relationships are established with parents. They receive regular updates as to what their children are doing and how they spend their time in the childminder's care.
- The childminder is extremely friendly and welcoming, quickly putting children at ease, so they feel confident and secure.
- Children enjoy their snacks, eating a wide selection of fruit with great enjoyment. Plenty of walks and visits to the local parks continues with the healthy theme, helping to promote children's physical well-being.

It is not yet good because

- The childminder does not ensure that her policy regarding the use of mobile phones is consistently implemented on a day-to-day basis. In addition, she has not identified and minimised all risks in the garden or obtained written consent for all children to participate in outings.
- Observations and assessments are not consistently used to track children's progress accurately so that next steps are meaningful and measurable. Teaching does not always provide children with sufficient challenge to extend their learning.
- Children are not able to make choices from the full range of resources available. Therefore, they are not always able to build on, and extend their own ideas.
- Self-evaluation is not used accurately to identify areas for development and target future improvement.

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 about her routines, observed activities and engaged with the children.
- The inspector observed children having their snack.
- The inspector looked at policies and procedures to include safeguarding, behaviour management, risk assessments, the childminder's self-evaluation form and children's learning journals.

Inspector

Sally Smith

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and eight years in Oldbury, West Midlands. The whole of the ground floor, along with an upstairs bathroom, is used for childminding. There is a garden available for outdoor play.

The childminder attends various groups and activities in the community. She visits the shops, park and library on a regular basis. She collects children from local schools. There are currently three children on roll, who 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.

What the setting needs to do to improve further

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

- ensure that written consent for outings is obtained for all children
- ensure assessments are used more effectively to track children's progress and accurately identify future learning priorities
- ensure hazards in the garden are minimised, with reference to children's access to the water butt
- ensure procedures regarding the use of mobile phones are implemented consistently, so that children's safety is promoted at all times

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

- increase opportunities for children to make choices from the range of resources available so that they can develop and extend their own ideas during play
- develop self-evaluation further, so that accurate development needs are prioritised, in order to secure ongoing and continuous improvement
- enhance the quality of interactions so that children are further stimulated and challenged to develop their thinking and learning.

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

The childminder is developing her knowledge of the Statutory framework for the Early Years Foundation Stage. She is in the process of completing a National Vocational Qualification to level 3 and also gleans information from other childminders to build on her knowledge. This combined with her own research and reading, is helping her to gain a better understanding of how children learn and develop. She is beginning to observe children in their play and link what she sees to areas of learning, although the practice of assessing information and tracking children's progress is less refined and not fully embedded. Although the childminder uses a common-sense approach in helping children to build on what they know and can do, next steps are not always identified with enough precision. Planning covers the educational programmes and generally incorporates the interests of children well. For example, several children are very interested in transport, so this is a recurrent theme. Children particularly like fire engines so the childminder has

arranged trips to the local fire station, visits to the library to look at books and ensures small world vehicles are available to play with. This provides opportunities for children to count as they group and sort vehicles by colour and compare which is the largest and smallest. This helps to develop their understanding of quantity and size.

The quality of teaching requires improvement. At times, activities lack focus which makes for a slower pace of learning with few opportunities for children to become absorbed in tasks which help them develop and build on new skills. For example, children play with blocks and the childminder talks to children about the different colours and sizes of the towers they build. However, she does not prompt children to develop this further, for example, by encouraging children to make more complex structures and enclosures or add resources to extend children's ideas. The available resources for play are not always chosen well enough to provide sufficient challenge and children are not always wholly engaged and therefore, flit from one activity to another. In contrast, when the childminder sits with the children and joins in their play, children respond well. For example, they use large movements to draw circular shapes on paper. One child makes connections with the marks he makes, telling everyone he has drawn a fire engine. The childminder further builds on his skills, encouraging the child to draw lines. She writes his name on the page and is beginning to help him form letters, therefore building on what he can already do. Children enjoy stories, and will often select from the good range of books available and listen as the childminder reads to them. Regular visits to the library help children to develop an interest in books and therefore promote their early literacy skills.

Through discussion and photographs, the childminder demonstrates how she supports children's number skills through play activities. For example, children weigh ingredients to make a cake, discussing how many eggs they need and how many cake cases for their tin. For older children, they learn to count, initially from one to five and then from five to ten. Younger children are asked if they need more cases to fill their tin. Children grow flowers and plants, measuring these to see how much they have grown, and whose has grown the tallest. They learn to care for these, before taking them home as presents. They regularly feedback to the childminder how their plants are progressing. This helps children to learn about growth and nurturing living things. The childminder takes children out and about to local shops, and parks which they particularly enjoy. These trips help children to socialise and interact with others. As a result, children acquire some of the basic skills and attributes they need to support them in the next phase in their education.

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

The childminder creates a very welcoming environment. Pictures, posters and pertinent information pertaining to her childminding service are displayed. She is very friendly, warm and affectionate and puts children at ease. She takes time when children start their placement to build trusting relationships so that they feel confident and emotionally secure. As a result, they are very comfortable in the childminder's home. She works closely with parents to understand children's care needs, such as their dietary and sleep routines, along with their personal preferences, so that she can respond to these appropriately. If children require a comforter, such as a dummy or blanket then these are

obtained so that if children become tired or upset, these are at hand to help relax and settle children. This means the transition from home to the childminder runs relatively smoothly. The childminder establishes clear boundaries, talking to children in a gentle, calm manner. For example, she reminds them that they should not shout, helping them to understand expected behaviour.

Children have access to a range of different resources which regularly changed by the childminder. Several choices are put out at any one time, taking into account children's interests. Space is also a consideration so that all children can play safely. However, children are unable to freely access a wider range of resources and at times, they are asked to put toys away before moving onto something new. This potentially compromises their creativity and critical thinking and enable them to fully build on their own ideas.

The childminder ensures that children's health is promoted well. Through her positive role-modelling, children know that they must have clean hands before they eat and after handling pets. She leads by example and after changing children's nappies, she wipes her own hands with an anti-bacterial tissue and gives each child a wipe too. This helps children make connections with good hygiene practices. Children eat a healthy range of snacks including a wide variety of fresh fruit which they eat with great eagerness and enjoyment. While the childminder does not provide main meals, she is keen to ensure that children's packed lunches are healthy and nutritious, in keeping with the healthy ethos of the setting. Children regularly visit local parks where they can run around and be active. They wrap up in all weathers so that they learn that fresh air, regardless of the weather, is good for them. On their travels, if they are walking, they discuss the importance of road safety, looking, listening and being observant as they cross the road. If travelling by car, they know that they must strap themselves securely into their car seats before moving off and the reason why this is important. However, not all consideration has been given to the garden area to ensure that children learn about potential dangers and ensure they are consistently safe.

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

The childminder has a suitable understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework of the Early Years Foundation Stage. All adults within the household have Disclosure Barring Service checks ensuring they are suitable to have contact with children. Evacuation drills ensure children know what to do in the event of an emergency. These are practised regularly so that children become familiar with the sound of the alarm and the importance of exiting quickly. The childminder is conversant with the signs and symptoms of abuse and her priority to protect children from harm. Therefore, she would report any concerns to the relevant agencies without delay, should it be necessary to do so. She is aware of the implications for her childminding service if any allegations are made against herself or other adults in the household. The use of mobile phones and cameras is included in the childminder's safeguarding policy. She ensures that parental consent is obtained for photographs of their children and how these are to be used. Parents are aware that they

must not use their phones when dropping off or collecting their child. However, there is a conflict between the childminder's written policy and what happens in practice. For example, it states that any visitors must have their mobile phones locked away, although the inspector was not asked to do this during the inspection visit. Risk assessments are undertaken and all due care and consideration is given to children's safety within the house. However, the assessments for the outdoor area are less rigorous. For example, the childminder has not taken into account a water butt which is in close proximity to children. Permission is not obtained from all parents, giving their consent for children to undertake outings. Although children are under the direct supervision of the childminder at all times, this breaches a safeguarding and welfare requirement of the Statutory framework for the Early Years Foundation Stage. In addition, the provider is not fully meeting Childcare Register requirements in relation to risk assessments.

The childminder establishes trusting and positive relationships with parents. She regularly shares information with them using a variety of strategies. For example, a verbal exchange takes place at the beginning and end of each day to talk about what the children have done. In addition, emails and texts keep parents up-to-date. Learning journey records are shared and when full, go home with the children to keep. The childminder understands the importance of working in partnership with other professionals and schools in order to support children and provide consistency of children's care and well-being.

The childminder has completed a written self-evaluation but this has not been updated for a considerable length of time. It highlights some of the childminder's priorities in order to enhance her own personal skills in supporting children's learning and development. To this end, she has embarked on a relevant early years qualification, although she has not yet analysed any impact this training is having on her practice. She recognises that she requires a deeper knowledge of the Early Years Foundation Stage and is keen to move forward and build on her experiences. However, she has not identified a clear plan of action with specific and measurable targets to ensure this is achieved.

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:

- ensure that all necessary measures are taken to appropriately identify and minimise risks to children's safety (compulsory part of the Childcare Register).
- ensure that all necessary measures are taken to appropriately identify and minimise risks to children's safety (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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY438965
Local authority	Sandwell
Inspection number	888526
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	6
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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