

Inspection date	10/03/2014
Previous inspection date	19/07/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 always ensure that she is meeting the adult to child ratio requirements and that Ofsted is informed of changes to her circumstances. This compromises children's safety and well-being.
- Children's safety and well-being is compromised due to inadequate information gathering on individual children and the lack of training in child protection.
- The progress check at age two is not always completed within the required timescale or for the two-year-old health and development review.
- Children's health and well-being is not fully supported because the childminder is not suitably promoting good health and hygiene procedures.
- The childminder does not obtain information on what children can do on entry or effectively observe and monitor their progress. This means that they are not adequately supported to make good individual progress in all aspects of their learning and development.

It has the following strengths

- Children are settled, well behaved and share a warm and caring relationship with the childminder and each other.

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 room, conservatory and kitchen.
- The inspector spoke with the childminder about the daily routines and children's individual learning.
- The inspector observed lunchtime.
- The inspector looked at documentation, which included the first aid certificate and safeguarding policy.

Inspector

Dawn Robinson

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Lichfield, Staffordshire. The whole of the ground floor, the bedroom and bathroom on the first floor and the enclosed rear garden are used for childminding. The childminder visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure the ratio requirements are met at all times so that children are adequately supervised and kept safe, in this instance a maximum of three children in the early years
- attend a child protection training course which is recommended by the local authority
- ensure all information about children is recorded and updated, including parental responsibility
- ensure that the progress check at age two is completed between the ages of two and three years, in time to inform the health and development review at age two
- ensure all meals are healthy, balanced and nutritious, in order to support children's good health
- ensure children's nappies are changed on a suitable surface and in an appropriate area of the house to ensure the safety of children and promote good hygiene
- update knowledge of the learning and development requirements, in order to consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development
- assess each child's starting points in relation to their age and stage of development by involving parents in their children's learning by improving the exchange of information on entry and during the placement and encouraging them to share their views and enhance children's learning and development at home.

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

The childminder has too little understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder is able to talk about the children's individual achievements and interests. However, her ability to use her observations to consistently and accurately identify where all children are in their learning in order to plan appropriate next steps are currently

limiting. It is also very difficult to ascertain the progress children are making. The childminder provides a suitable range of resources, activities and experiences, which children are able to explore freely in the environment. For example, children are able to play with musical instruments, dress up, share books and have opportunities to paint and make collages. However, the activities provided do not extend and challenge the learning of individual children or enable them to move forward in their development across all the seven areas of learning. Furthermore, there is insufficient consideration given to what the childminder might teach children during adult-led activities as these are spontaneous and not specifically planned for. As a result, the learning and development for each child is not effectively supported and this means that children do not make the best possible progress. In addition, the childminder does not have a full understanding of the progress check at age two as there is a lack of parental involvement and it does not identify learning priorities based on ongoing observations. The childminder fails to complete the progress check at age two within the required timescale or ready for the health and development review. As a result, this does not ensure that other professionals have the necessary information to enable early intervention if it is required.

Children's communication and listening skills are supported adequately. The childminder talks steadily to the children to describe what they are doing and what they could do. When playing alongside the children she asks the children simple questions about what they can see and encourages them to recall and talk about different experiences they have had with her. For example, the childminder prompts the children to talk about how the trees change in the different seasons based on things they have seen on their walk to school. She repeats specific words and sounds suitably which helps to promote children's language development. Children's physical development is promoted as children throw and catch balloons or play outside in the garden with the sand and water or wheeled toys. Children demonstrate their increasing imagination as they play with the felt pieces making up their own stories with the shapes and objects. The childminder regularly prompts children to count or recognise numbers, although for some children there is insufficient challenge as teaching focuses on asking them to repeat what they already know.

The childminder has built trusting relationships with parents. However, children's starting points are not established to fully understand their abilities and interests on entry. Consequently, initial assessments are not gathered to inform the childminder of where children are in their development. The childminder keeps parents informed about their child's daily care through regular verbal feedback and text messages. She informs parents about what their children have been doing and other important information that affects their care. However, the childminder's limited knowledge of the Early Years Foundation Stage does not effectively support parents in being involved in their child's ongoing learning and progress towards the early learning goals.

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

Children are happy and demonstrate warm and loving relationships with the childminder so they feel secure. However, children have a false sense of security because the childminder exceeds the number of early years children she is allowed to care for at any one time. Children move freely about the childminder's home and can access their own

choice of play and resources. For example, children select a ride-on toy, independently climbing onto it and moving it backwards and forwards. The childminder develops suitable attachments with the children in her care because she encourages them to share experiences. She offers appropriate activities to support their imaginative play, such as dressing-up clothes. Children are well behaved. They share and take turns supported by the childminder and demonstrate caring and considerate attitudes towards each other. The childminder completes risk assessments for her home and creates a welcoming environment. She has in place appropriate policies and procedures. For example, there is a plan for the evacuation of her home in the case of an emergency, such as a fire, which ensures adequate safety measures to reduce risks to children.

Healthy, balanced and nutritious meals and snacks are inconsistent. For example, children are offered pork pie, sausage roll and a chocolate biscuit for their lunch, while on other occasions they are provided with cottage pie and vegetables. The childminder discusses healthy foods with children, promoting their understanding of healthy eating. However, the children are not routinely offered healthy snacks, which mean they do not learn about making healthy choices. Health and hygiene practices are inconsistent. Children are shown how to wash their hands before meals and after going to the toilet; however, nappies are changed on a high surface in the kitchen, which is not safe or hygienic.

Relevant opportunities are provided for children to develop and play in the fresh air. The childminder has a secure, enclosed garden with a variety of equipment, such as wheeled toys and balls. Trips to the local parks with a range of physical play apparatus provide activities where children can practise moving in different ways. This supports children's understanding of the importance of physical exercise. The childminder supports children to develop their independence, such as dressing or feeding themselves, which helps them to develop some skills for the next steps in their learning at nursery or school. The children are reminded of how to keep safe as they walk to the local schools to collect the other children. In addition, children become familiar with other children, teachers and the school building, which adequately supports their transition to school.

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

The childminder does not effectively promote the welfare of the children, as she exceeds the number of early years children she is allowed to care for. As a result, the childminder is unable to consistently meet all children's individual needs at this time and their safety is compromised. This is a breach of legal requirements of the Early Years Register. The childminder was not aware of the requirement to notify Ofsted about changes in her personal circumstances, which are likely to affect her suitability to care for children. The childminder has a suitable understanding of the signs and symptoms of abuse, including procedures to follow if she had a concern about a child. However, she has not completed a child protection training course and is unaware of the need to ensure that any mobile phone or camera used in the home must be carefully controlled to prevent possible misuse. In addition, the childminder does not ensure that information about individual children is not kept up to date, such as details about parental responsibility and emergency contact numbers. This means children are not effectively safeguarded.

The childminder has insufficient understanding of the Statutory framework for the Early Years Foundation Stage. Although she is able to talk about some of the progress the children have made, she does not consistently observe and monitor children's progress. She does not use this information to identify and plan for the next steps in their learning in relation to their age and stage of development. This means the childminder does not fully understand all children's skills, abilities and progress to ensure they reach expected levels of development.

The childminder undertakes some self-evaluation. However, she does not focus sufficiently on teaching and learning. As a result, she has not identified clear priorities and plans to bring about improvements in children's achievements, her provision and practice. Partnership with parents and carers are not fully established. The childminder provides some general information about matters that affect their child. However, the childminder does not share sufficient information about the child's learning and development or ways in which to support learning at home. She understands about liaising with other settings where children attend and shares information with teachers to ensure continuity in children's care. The childminder works with her local authority advisor gaining advice and support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	209392
Local authority	Staffordshire
Inspection number	876300
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	19/07/2010
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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