

Inspection date

Previous inspection date

26/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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 has significant gaps in her understanding of the learning and development requirements and teaching skills. She fails to ensure that the quality of her teaching and provision of resources across all seven areas of learning is consistently effective to extend and challenge children in their learning and development so that they make sufficient progress.
- Children's behaviour is not managed well. As a result, more than occasionally children are not engaged in activities. This leads to a disorderly environment that hinders children's learning and puts others at risk, particularly young babies.
- The childminder uses the kitchen surface as a nappy changing facility. Fresh drinking water is not available and accessible to children at all times. This compromises the good health of children attending the setting.
- The childminder co-minds with another childminder. The important role of key person is not well embedded. Because of this, children are failing to form secure attachments with their carers and the children's emotional well-being is not well supported.
- The childminder's links with parents are not strong enough to ensure children's individual learning and development needs are identified and met.

It has the following strengths

- The childminder is kind and caring with children, which results in most children feeling confident in the setting.

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 lounge and kitchen.
- The inspector looked at documentation, which included the first-aid certificates, qualifications and children's learning records.
- The inspector spoke with the childminder about the daily routines and children's individual learning.
- The inspector took account of the views of parents/carers included in questionnaires.

Inspector

Karen Laycock

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with a co-minder at her co-minder's home. The co-minder lives with her husband and two children aged 17 and 28 years in a house in Bilston. The whole of the ground floor, a bathroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local playgroup. She visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- increase understanding of the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy and safe through good quality teaching and a suitable range of accessible and appropriate resources
- ensure robust observations of children's learning are undertaken and assess their progress across the seven areas of learning in relation to their age and stage of development, using this information to plan the next steps in learning for each child so that they make good progress
- ensure that necessary steps are taken to prevent the spread of infection by having suitable changing facilities in place so that children's good health is promoted
- implement effective strategies that give clear guidance to children to help them learn about what is acceptable behaviour
- ensure each child is assigned a key person in order to tailor the care and learning to meet each child's individual needs
- ensure that fresh drinking water is available and accessible at all times to children so that their good health is promoted
- ensure that partnerships with parents are improved so that all parents are kept consistently informed of their child's progress and given support as to how to continue their child's learning at home.

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

- ensure that opportunities are provided to promote children's independence and to help children learn about the benefits of healthy eating.

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

The childminder has not ensured that the requirements of the Statutory framework for the Early Years Foundation Stage are met. The childminder does not have in-depth knowledge and understanding of how children learn and is not skilled at using observations of children to plan effective and individual next steps for learning. There is limited planning

of activities and this does not adequately cover all seven areas of learning. Information gathered by the childminder is not used to support teaching and provide experiences for children that meet their individual needs. Pasta, cups and bowls are laid out for children to explore without evidence of any planning by the childminder to make the activity interesting or challenging. For example, the childminder does not develop the children's skills for mathematics by using mathematical language as the children empty and fill the different sized containers. The childminder does not ask the children questions that challenge or extend their learning or introduce new vocabulary. The childminder supervises the children rather than joining in their play. Interactions tend to focus on giving children instructions on what they can or cannot do. As a result, children lose interest and learning opportunities are missed. The childminder does complete progress checks at age two as required. Children's next steps in learning are not clear as the information used is outdated. This means that gaps in children's learning are not easy to identify and target. This limits the children's progress in their learning and development and does not prepare them sufficiently for future transitions, including school.

The childminder does not provide children with sufficient and plentiful resources for them to make their own choices or decisions in their play. Most toys and resources are not easily accessible. For example, pencils and paper are provided on a table and children happily make marks and point these out to one another. This activity supports their small physical skills to help to develop their early writing. The childminder removes the table at snack time and puts the pencils and paper away. This prevents children from independently accessing the activity again and does not support their self-confidence or help children to become motivated learners and make good progress in their learning and development. There is too much dependence on using the television for activities which limits the learning opportunities for the children. For example, at story time the television is used to tell an action story to the children. The children are instructed to sit down on the settee to watch the story. There is no interaction between the childminder and children, no opportunity for children to explore the book, ask questions or talk about their own experiences or for adults to assess next steps to help children to progress to their next stage of learning. Children enjoy playing with the musical instruments and the childminder encourages them asking if they liked the 'shaky shaky' sound.

The key person system has not been fully developed, therefore, the childminder is not able to effectively support the learning and development of all children. For example, there are insufficient activities for babies and younger children. For example, several children wait for a turn on the one available activity which is a game suitable for two players. A baby tries to touch the toy and is told by another child to 'go away'. The childminder gives the baby a laptop toy to distract the child but the child does not have any interest in playing with this and moves to sit further away and watch. The childminder does not attempt to engage the child in purposeful play. This does not promote the characteristics of effective learning and results in children becoming frustrated, bored and not enjoying the satisfaction of achieving their own goals.

The childminder discusses children's individual needs and what they enjoy doing with parents when the children start. However, she does not consistently engage with all parents to regularly share their children's achievements and learning priorities. This does

not keep all parents informed of their child's progress and does not support all parents to continue their child's learning at home.

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

The childminder co-minds with another childminder and has failed to implement the important role of the key person fully. As a result, when children are upset, anxious or bored, the key person does not recognise that they need attention and stimulation. Young babies are excluded from social interaction with other children at lunchtimes and spend long periods eating alone away from the main group. This does not support their emotional well-being or foster secure attachments between the children and the childminder. Because of this, children, particularly babies, are not happy in the setting as they do not have the emotional support they need. This does not emotionally prepare children for future transitions, including school. Most children play well together but the childminder does not respond to the challenging behaviour of some children and at times children's needs are not met, particularly babies. There are insufficient activities for children and inaccessible resources which results in arguments over toys, with young babies struggling to understand why they cannot participate. This leads to a disorderly environment that puts younger children at risk of harm. The childminder is a good role model when teaching children manners, as she does encourage the children to say 'please' and 'thank you'.

The childminder uses the kitchen work surface to change nappies. This compromises children's health as the childminder does not take necessary steps to prevent the spread of infection. Children do not have fresh drinking water available and accessible at all times, which is a welfare requirement of the Statutory framework for the Early Years Foundation Stage. The childminder keeps the children's labelled beakers in the kitchen, which is not freely accessible to the children. The childminder uses a bowl with soap and water in to wash the children's hands at the table. This does not reduce the risk of cross-contamination or support children to learn how to wash their hands properly, and therefore, does not prepare them for future transitions, including school. Children benefit from opportunities to play outdoors which enables them to access fresh air and exercise.

Children have good opportunities to promote their physical skills. For example, outdoors the children learn to ride bicycles and other pedalled toys and enjoy regular visits to the local park to play on larger equipment where they learn to take risks and keep themselves safe. Children, however, do not have sufficient opportunities to develop their independence at snack times by being involved in the preparation of snack. For example, the childminder does not provide plates, so they cannot take turns in handing these out. She fills their beakers in the kitchen and she also cuts up the fruit. Nevertheless, children do enjoy healthy snacks of fruit and toast, although the childminder does not discuss the benefits of healthy eating with the children. At lunchtime she places their sandwich on a plate which means children cannot choose which item from their lunch pack they would like to eat first. However, children are praised for eating their sandwiches.

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

The childminder has failed to ensure all requirements of the Statutory framework for the Early Years Foundation Stage are met, which demonstrates that her systems of self-evaluation are poor and any monitoring of the provision is ineffective. This results in children's care, learning and development not being adequately promoted. The childminder does not engage parents consistently to enable children's learning and development to continue at home. The key person system has not been fully embedded in the setting, which results in children feeling bored, frustrated and some are not settled in the childminder's care. Babies are excluded from group meals and sit alone for long periods. They do not have activities organised specifically to meet their developmental needs. This does not promote their emotional well-being or learning and development needs and results in them being unhappy in the setting. The childminder does not ensure that children's behaviour is managed in a suitable manner. This is also a breach of the Childcare Register. The childminder does hold relevant qualifications but this does not have a positive impact on the quality of teaching in the setting.

The childminder changes nappies on a kitchen surface which means that children's health is compromised as the childminder is failing to implement procedures appropriately to prevent spread of infection in order to protect children's health. Children are unable to access fresh drinking water which does not promote children's good health.

The childminder ensures children are cared for by suitable people and all relevant suitability checks have been undertaken and risks relating to inside the home, garden and when on outings have been assessed. The childminder understands the need to report any concerns she may have about a child's welfare. Systems are in place for parents to share information with the childminder about any health or dietary issues the children may have and there are thorough records for accidents and any medication administered. The childminder works in partnership with parents and is aware of the importance of developing partnerships with other settings which children attend.

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 children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (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	EY448306
Local authority	Wolverhampton
Inspection number	902899
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	10
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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