

Inspection date	24/03/2014
Previous inspection date	08/11/2011

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		3
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

- Children are not safeguarded appropriately. The childminder does not have a secure understanding of child protection procedures regarding the use of mobile phones and cameras.
- The childminder does not always adapt planned experiences and activities to meet young children's individual needs and stage of development. This results in children not being fully challenged. In addition, the childminder does not fully support parents to share what they know about their children's learning as they enter the setting.

It has the following strengths

- Children enjoy a range of activities in a bright, colourful and stimulating playroom.
- The childminder supports children's emotional well-being by supporting them to develop close attachments and feel confident and secure in her home.
- The childminder seeks parents' views about the quality of her provision as part of her monitoring process so she can consider these when planning improvements for the children.

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 kitchen, lounge and playroom.
- The inspector held meetings with the childminder and her co-childminder.
- The inspector took account of the views of parents and carers included in the self-evaluation.
- The inspector spoke with both the childminders about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the childminder's self-evaluation form.

Inspector

Dianne Adams

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with a co-childminder and both live on the premises with the childminder's husband and five year old child. They live in a house in Great Barr, Birmingham. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The family has a pet dog. The childminder attends local toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently eight children on roll, of whom six 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. The childminder 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:

- improve knowledge and understanding of child protection procedures relating to the use of mobile phones and cameras
- ensure planned experiences and activities are adapted to meet younger children's individual needs and stage of development so that they receive a challenging experience which enables them to make good progress.

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

- develop further the partnership working with parents and carers to encourage them to provide information about children's learning at the beginning of the placement.

Inspection judgements

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

Teaching requires improvement in order to ensure younger children are fully challenged. The childminder plans activities that encompass children's individual interests and she ensures all children are included. However, she does not always adapt activities to meet the needs and stages of development of younger children. For example, younger children are given a printed flower to decorate with collage materials linked to the theme of spring.

The learning intentions of this activity are too ambitious for their ability, which results in the childminder having to over-direct their learning in order for them to achieve. This does not sufficiently challenge children or support them to develop their own motivations. Nevertheless, young children develop their physical skills as they confidently sit in a chair at the table and lean forward to pick up collage materials between their thumb and finger to explore. They hold tools, such as a spatula and pencil, appropriately and enjoy making random marks on paper. This develops their early writing skills. Their communication and language is supported appropriately by adults who give a running commentary of what children are doing. This leads to young children babbling and experimenting with sounds during their play. Children listen and show attention to music they hear on the radio and are developing an understanding for single words, such as 'ta'. They use body language and pointing to communicate an interest, such as pointing at their name written on paper.

The childminder works closely with a co-childminder to provide an interesting educational programme that covers the seven areas of learning. The home is very welcoming and children benefit from accessing a bright, colourful and stimulating designated playroom. Children are supported to develop their independence as they easily access all resources by choice. The childminder has recently improved how children's learning is assessed and planned. The childminder observes children at play and records her findings in children's 'learning journal' folders. This information is used successfully by the childminder to assess the suitable progress children make and to identify their learning priorities. This ensures children develop the basic skills ready for school. The childminder discusses children's learning with parents every day and agrees areas in which children need support, such as developing skills for walking. The childminder also uses a daily diary to share with parents what children have enjoyed doing and their daily routines. Parents are encouraged to record information relating to their children's learning observed at home. However, the childminder does not fully support parents to share what they know about their children's learning at the beginning of the placement to enable her to plan a good range of activities from the start.

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

Children are not kept safe because the childminder does not demonstrate a secure understanding of all safeguarding procedures. Despite this, children are forming a close and trusting relationship with both adults and their peers. Children and their families are warmly welcomed into the childminder's home and are supported to settle in their own time and gradually develop their confidence. This enables children to enjoy a smooth transition from home. The childminder takes time to get to know parents and become familiar with routines followed at home. This ensures her care practices meet the individual needs of children and supports their physical well-being. Children enjoy lots of cuddles and close interactions with the childminder, which helps to support their emotional well-being and manage their feelings. For example, young children enjoy reassurance from a familiar adult when they wake from their sleep.

Children are learning the importance of leading a healthy lifestyle. They observe the childminder following good hygiene routines and enjoy healthy and nutritious foods,

provided by their parents. Children are developing their self-care skills as they cooperate appropriately with the childminder to feed themselves and help themselves to a drink. Children enjoy lots of opportunities to access fresh air and exercise through daily experiences out in their local community. This promotes their understanding for the wider world and helps them develop strong relationships with others. For example, they benefit from visits to the local park and farms and enjoy meeting new people at local toddler groups. This also prepares children emotionally for their next stage in learning.

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

The childminder lacks an understanding of her responsibilities to ensure all the safeguarding and welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage are met. The childminder does not demonstrate a secure understanding of the safeguarding procedures regarding the use of mobile phones and cameras and is, therefore, a breach in a legal requirement. This does not protect children's safety and welfare. In addition, the childminder does not ensure younger children are fully challenged in their learning and a requirement of the Childcare Register with regards to keeping a complaints policy is also not met. Nevertheless, the childminder has attended training in the area of safeguarding and demonstrates a sound understanding of the signs and symptoms that may indicate child abuse and the action she must take if concerned. Most policies are clearly written and all are emailed to parents to keep them informed. All aspects of the premises, both indoors and outdoors, are subject to appropriate risk assessments. This supports the childminder to identify and minimise all hazards and ensures children learn and play in safe environment.

The childminder demonstrates a commitment to improving her skills and developing the experiences for children. She has attended training in food safety and first aid to ensure that she is kept up to date of any changes. The childminder is constantly reviewing her practice and the quality of the setting, which she records in a self-evaluation document. Most recommendations from the previous inspection have been improved upon. For example, she now successfully uses the observations she makes of children's learning to plan the next steps in a child's developmental progress. She seeks the views of parents as part of her monitoring procedures. Comments made in the most recent written questionnaires include how happy they are with the activities which help children develop well. Parents state they are also happy with communications and find the daily diary very informative. The childminder has not needed to communicate with other practitioners or external agencies, but demonstrates a suitable understanding of the importance of partnership working. For instance, she has previously welcomed teachers into her home so that they could meet children and prepare them for their transition to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (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	EY409884
Local authority	Sandwell
Inspection number	851035
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	08/11/2011
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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