

<b>Inspection date</b>	06/02/2014
Previous inspection date	01/12/2009

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## **The quality and standards of the early years provision**

### **This provision is inadequate**

- Children are not safeguarded adequately because the childminder does not effectively assess all risks to children, maintain appropriate ratios or ensure all records are accessible or available on request.
- The childminder is not observing, assessing or planning all children's learning and development towards all the early learning goals. Therefore, activities are not tailored to meet children's individual needs and they make insufficient progress given their starting points.
- Children are not being supported well enough to access resources so that they can make choices, explore, be spontaneous in their play and develop their own ideas.
- Partnerships with parents and other early years provisions that children attend are not focused enough on supporting children's individual learning needs.

### **It has the following strengths**

- Children's emotional well-being is supported well. They enjoy strong attachments to the childminder, who provides them with appropriate supervision.

## 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 completed a joint observation with the childminder walking to and from pre-school.
- The inspector took account of the views of parents as described by the childminder.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.  
The inspector looked at policies and procedures which were available, which included safeguarding and complaints and information recorded about children's personal details.
- The inspector observed the adult to child ratios, supervision of children, especially when on outings and the safety of children.

## Inspector

Dianne Adams

## **Full report**

### **Information about the setting**

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 years and 13 years in a house in Halesowen, West Midlands. The whole of the premises is used for childminding purposes. The family has two cats and a dog as pets. The childminder attends local toddler groups and visits the shops and park on a regular basis. She takes and collects children from the local schools and pre-schools.

There are currently 11 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates from 7am to 6pm, Monday to Friday, 48 weeks a year. The childminder is a member of the Professional Association for Childcare and Early Years.

### **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

ensure at any one time, no more than six children under eight are cared for, which includes three younger children with no more than one child under one

ensure records are easily accessible and available on request.

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

- keep children safe by undertaking effective risk assessments to ensure all risks to children are identified and minimised, particularly in relation to the fire in the lounge and the open stairs in the hallway
- ensure the risk assessment for outings includes consideration of adult to child ratios
- keep a daily record of children's hours of attendance
- display the certificate of registration
- ensure children's learning and development is effectively supported by working in partnership with parents and other practitioners to observe and assess the progress all children are making and by using this information to plan suitable activities that support children to achieve their next steps in learning and to make good progress
- support all three characteristics of effective teaching and learning with specific regards to enabling children to freely access resources, in order to make choices and be spontaneous in their play and develop their own ideas and by providing suitable learning experiences that support all children to be active in their learning.

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

The childminder does not support children to develop all the characteristics of effective learning. She organises the environment so that children do not have contact with the family's new pet dog. However, in doing so children cannot access any resources by

choice. This has a significant impact on the decisions and explorations all children make but especially for younger children, who cannot ask for what they want to play with. This does not support children to be spontaneous or develop their independence. For example, when older children show interest in 'lava', the childminder supports their ideas by suggesting they build a mountain with large foam mats. As children share their thoughts about what they need, the childminder provides them with items, such as a cushion and a blanket. At first, younger children join in with this pretend play. However, when the task becomes too difficult for them to achieve, they are not able to select other resources to play with. This results in younger children becoming observers of older children's play rather than actively participating in their learning.

The childminder generally knows what children know and can do. She speaks with parents and finds out about any additional needs individual children might have. She uses this information to support those children to close identified gaps in their learning. However, the childminder does not demonstrate that she is observing or assessing the progress all children are making in all areas of their learning. Therefore, she is not adequately monitoring children's development towards all the early learning goals. This results in weak teaching because activities are not tailored to meet all children's individual needs. It also means that children's progress is not tracked over time from when they first start at the setting, in order to effectively support them to make good progress in all areas of their learning. This limits the childminder's ability to work in partnership with parents, to support children's overall learning at home and does not support children to ensure they are well-prepared for school or their next stage of learning. In addition, when children attend more than one early years provision, the childminder does not exchange information with pre-school or school teachers about children's individual learning needs, in order to agree targeted support. Consequently, children do not fully benefit from consistency in their learning.

Despite these significant weaknesses, the childminder clearly enjoys the company of children and joins in the fun of make-believe. She supports children to consider ways of doing things and uses open-ended questions to support children to think critically. For example, while building with foam mats the childminder supports children to consider the textures, such as smooth and rough. Older children confidently use language to share their thoughts and suddenly decide they are building a 'mountain house'. Younger children benefit from copying single words they hear. In the absence of a suitable garden to explore, the childminder takes children out in the community on frequent walks to develop their physical skills. Children show interest in the world around them as they pick up acorns found on the floor. They use their imagination as they describe to the childminder the 'panda they can see in the park'. The childminder extends their learning by introducing mathematical language, for example, saying, 'It must have been a small panda!'

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

The childminder does not meet a number of safeguarding and welfare requirements. Therefore, children's safety and physical well-being both indoors and during outings are not fully secured. This results in children developing a false sense of safety and security

because the childminder does not take appropriate steps to protect important aspects of their welfare. In addition, the childminder does not use resources well enough to provide children with sufficient challenge or to fully engage all children's interests. This does not support children to fully enjoy the fun of exploration or make decisions for themselves. Nevertheless, children are happy, settled and play cooperatively in the childminder's home.

The childminder has a kind and caring manner towards children. She ensures both children and their parents experience a smooth move from home into her setting and develop secure relationships. This promotes children's emotional well-being. The childminder supports children to manage their behaviour and feelings by gently reminding children of the rules and her expectations for good behaviour. For example, while outdoors, children learn how to walk safely alongside the road and are supported by the childminder to look and listen for cars before crossing. They are also learning to keep the indoor environment safe by putting their shoes on shelves in the hallway. The childminder provides all children with verbal praise and encouragement for their efforts, which supports their self-esteem. Children's care needs are shared and understood because the childminder develops positive relationships with parents and other practitioners. This helps to support consistency in children's care as they move between home, pre-school, school and the childminder's care. As a result, children embrace the changes between carers throughout the day.

Children enjoy healthy foods supplied by the childminder and their parents. They develop their self-care skills as they are encouraged to feed themselves and help themselves or ask for a drink throughout the day. In addition, older children take themselves to the toilet and all children are encouraged to put on their coats and shoes to go outdoors. Children have daily opportunities to access fresh air and exercise. They benefit from walks to and from pre-school and school and enjoy trips to the park and local woods. This means that children's healthy development is suitably supported.

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

The childminder demonstrates a poor understanding of her responsibilities to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. This results in breaches that have a significant impact on children's safety, well-being and learning. In addition, some of the requirements of the Childcare Register are also not met. The inspection took place following a notification to Ofsted of concerns about the safety and supervision of children when on outings and the ratios maintained by the childminder. The inspection found that the risk assessments carried out by the childminder are not fully effective and do not maintain children's safety. While refurbishment to the premises is undertaken, the childminder has assessed the garden as being unsafe for children to use, although, she has not assessed all risks indoors. For instance, the fire in the lounge is not guarded and the stairs to the first floor are not secure on one side after the bannister has been removed. This presents a significant risk to children's safety, especially older children who access the bathroom upstairs

independently. In addition, although the childminder supervises children adequately, she does not maintain appropriate adult to child ratios at all times either indoors or when on outings. Records are not organised appropriately and are not easily accessible or available. This means the childminder cannot demonstrate that she keeps a daily record of children's hours of attendance and the registration certificate is not displayed or available to parents on request. The childminder does, however, have a secure knowledge and understanding of reporting any concerns she has about children's welfare. She is alert to any sign of possible abuse and understands the need to take swift and appropriate action to protect children. She obtains permissions from parents for taking photographs and ensures mobile telephones are switched off in her setting.

The childminder does not demonstrate the ability to maintain continuous improvement. She has met the recommendation from the previous inspection to ensure children's safety in the garden and she maintains her knowledge and understanding of safeguarding and first aid through training. However, she does not demonstrate a suitable understanding of the learning and development requirements for observing, assessing and planning for all children's learning in the early years age group. Consequently, recommendations made at the last inspection aimed at improving her teaching strategies have not been met. This means children are not all adequately supported to make the expected gains in their learning and development, taking into account their starting points and capabilities.

Relationships with parents are positive, which supports the exchange of information and helps to meet children's individual care needs. However, the weaknesses in the childminder's knowledge and understanding of monitoring all children's progress over time hinders her ability to work effectively in partnership with all parents and other practitioners.

### 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:

- undertake a risk assessment of the premises and equipment, at least once in a calendar year and immediately where the need arises and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- display the certificate of registration on the premises on which the childcare is

provided (compulsory part of the Childcare Register)

- undertake a risk assessment of the premises and equipment, at least once in a calendar year and immediately where the need arises and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- display the certificate of registration on the premises on which the childcare is provided (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

<b>Unique reference number</b>	EY334925
<b>Local authority</b>	Dudley
<b>Inspection number</b>	950462
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	

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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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