

<b>Inspection date</b>	15/05/2014
Previous inspection date	15/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- Children are put at risk because at certain times during the day, there are not always enough adults on the premises to care for the children. There is no procedure for the safe use of mobile phones and cameras in the setting. In addition, risk assessments are not rigorous enough and the attendance register is not always completed. These are breaches of legal requirements.
- Children's health and well-being are not fully promoted, as personal hygiene routines are not consistently implemented and there is not always a person on outings who has a current paediatric first-aid certificate.
- Children who speak English as an additional language are not supported to use their home language in the setting.

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

- The childminder and her assistants join in with children's play; they name and describe what the children are doing, developing children's understanding of language.
- The environment is resourced well to ensure that children have play and learning experiences across all seven areas of learning.

## 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 downstairs play areas and the outdoor learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector held a meeting with the childminder, talked to the assistants and observed adults' interaction with the children.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and training of assistants working with children, the childminder's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the childminder's own parent survey.

## Inspector

Linda Yates

## **Full report**

### **Information about the setting**

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with two assistants. She lives with her husband, their two children aged five years and the childminder's three adult siblings in Oldbury, West Midlands. The whole of the ground floor is used for childminding and there is an enclosed garden available for outdoor play. The childminder attends toddler groups and activities at the local library and children's centre. She visits the local shops and parks on a regular basis. The childminder takes children to, and collects them from the local schools and other early years settings. There are currently 12 children on roll, nine of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round, from 7.15am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children who speak English as an additional language and children with special educational needs and/or disabilities. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder receives support from the local authority.

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

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

- ensure that the adult-to-child ratios meet the needs of all children on the premises, particularly when children are being taken to and from school
- maintain a daily record of each child's hours of attendance to ensure the safe and efficient management of the setting and to make sure the needs of all children are met
- ensure that risk assessment is used to identify aspects of the environment which pose a risk to children and ensure that steps are taken to minimise identified risks
- ensure children who speak English as an additional language are given opportunities to develop and use their home language in the setting alongside additional support to develop their use of the English language
- promote the good health of children by taking necessary steps to prevent the spread of infection, for example, by ensuring good personal hygiene routines are implemented consistently by the childminder and the children themselves
- ensure safeguarding procedures fully protect children and include a procedure for the safe use of mobile phones and cameras in the setting
- ensure there is always at least one person on outings who has a current paediatric first-aid certificate.

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

The childminder has good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. However, as a result of the ratios of adults-to-children not being in line with requirements, there are times when children lack enthusiasm for learning. This is because the assistant is focusing on keeping a large number of children safe rather than delivering the educational programme. Children with English as an additional language are not sufficiently supported. This is because they do not have any opportunities to use and develop the use of their home language in their play in order to fully support their communication skills and their developing use of English. However, support for other children's communication skills is satisfactory as the childminder and her assistants use strategies, such as verbal commentary well, to develop children's understanding of language. Therefore, overall the quality of teaching requires

improvement.

The childminder provides an environment that promotes the seven areas of learning. Children's interests and motivation for learning are supported. For example, they play with bricks that fascinate them and inspire creativity, develop physical skills and encourage problem solving. The assistant weaves in mathematics as she models counting. Children are provided with a suitable range of stimulus to fuel their growing imaginations. For example, children participate in superhero role play and small world play. Children experience resources that have more than one purpose, for example, they play with the play-dough, encouraging investigation and exploration. This builds strength in all the tiny hand muscles and tendons, making them ready for pencil and scissor control later on. There are, however, occasions when children do not display the characteristics of effective learning, such as concentrating for periods of time this is because they are not engaged in activities and wander aimlessly. As a result, they are not well prepared for school. The childminder takes children on a range of outings, which supports their current and ever changing interests and fosters all areas of their learning. These include a trip to a zoo, where children begin to develop an understanding of wildlife, helping to promote their understanding of the world.

Children's prior skills are established with parents when their children first attend the setting, when parents complete a form recording children's likes and dislikes. This, together with verbal discussions with parents, helps the childminder identify where children are in their development. The children's assessment folders include samples of children's work and observations, which help the childminder form suitable assessments with some next steps in learning identified, to help children to move forwards in their learning. Children's assessment folders are discussed with parents and this keeps them informed of their child's progress and informs them of the sorts of things their child is doing and how they can support their child's learning at home.

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

Children forge trusting and caring relationships with the childminder and her assistants, promoting their emotional security. However, at times the adult-to-child ratios are not met and, therefore, children's emotional well-being is not always fully supported because the adults are too busy. The childminder encourages children and their parents to visit the setting and have a look around ahead of the planned start date. Parents may attend as many sessions as they like with the child, leaving the child initially for short periods of time, gradually increasing the length of time the child stays on their own. Parents are asked to bring along any comfort objects their child may have, so that the childminder can use these to help soothe and calm children. The childminder and assistants are good role models who put children's needs and interests first. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries. For example, children do not run around indoors and they know that they are expected to take turns and share. When needed, boundaries are reinforced positively, ensuring a consistent approach.

Snacks and meals provided for the children are nutritious and balanced. The children have

fruit at snack time and healthy sandwiches with salad for their lunch. Consequently, children have healthy foods that contain all the energy, minerals, vitamins and fibre they need to grow. The childminder and her assistants discuss children's likes and dislikes, which helps them learn about healthy food and drink. However, personal hygiene routines are not consistently practised. For example, some of the children do not wash their hands before eating snacks. Consequently, children's health and well-being are not fully promoted.

The playroom is bright and spacious and when children sleep, the curtains are drawn, helping children to fall asleep faster and sleep better. The play area has a suitable range of accessible toys and resources to meet the needs of the children. There is a sufficient range of resources in the setting that reflect people of ethnic minorities or people with diverse physical characteristics, including disabilities. These include books and small world figures and help children to respect and value all individuals in society. Children learn about keeping themselves safe as they regularly practise the fire drill, which helps them learn how to deal with emergency situations. Children participate in daily outdoor supervised energetic play. However, the childminder has not risk assessed the outdoor learning environment effectively. There is stagnant water in a bucket and brown algae in the pirate ship water tray. As a result, children's health and safety are not fully promoted. Children learn about the benefits of physical exercise, when they use the slide in the garden and climbing apparatus in the local playground. This also gives them opportunities to learn to take safe risks and experience physical challenge. These outings, along with trips to the local parent and toddler group and the shops, help children to develop confidence, independence and social skills outside of the childminder's home. This helps to emotionally prepare them for the next stage in their life, such as attending school.

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

The childminder has a limited understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and, as a result, there are a number of requirements that are not met. This inspection took place following concerns being raised about the provider's ability to safeguard the children in the setting, with regard to the supervision of children, risk assessments and the safety of the environment. On the day of the inspection the childminder had left her assistant with more children than she is allowed to care for while she took other children to school, which is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage. Additionally, the registers were inaccurate and did not record each child's hours of attendance and the provider had not effectively risk assessed the outdoor learning environment. These weaknesses in practice are breaches in requirements that put children at risk.

Although there is a safeguarding procedure, it is not effective in helping to protect children as it does not cover the safe use of mobile phones or cameras. There is no written statement of safeguarding procedures to meet the requirements of the Childcare Register. On the day of the inspection, there was no evidence to show that paediatric first-aid training had been completed by the assistant taking early years children on outings. Consequently, children are not safeguarded in case of accidents or emergencies. Personal

hygiene routines are not consistently applied and children are at risk of cross-infection. The childminder provides an induction ensuring new assistants become familiar with the setting's procedures. Assistants are adequately supervised and they have ready access to advice and support, from the childminder, when needed. The childminder monitors the educational programme and uses suitable government guidance as a reference.

Self-evaluation is ineffective because all weaknesses in the setting have not been correctly identified, therefore, the improvement plan is incomplete. As a result, children's progress is not fully supported over time. The childminder has also failed to meet some of the learning and development requirements. For example, support for children who speak English as an additional language are not provided with opportunities to explore their home language in the setting.

Children and families benefit from the friendly relationships that exist between the childminder, her assistants and the children's parents. The childminder's policies are available for parents to view, so that they are informed about how the setting operates. Regular two-way flow of information is achieved by daily discussions and the sharing of children's assessment folders to involve parents in their children's learning. The childminder has developed links with local authority workers and local schools to help her meet children's care and educational needs.

### 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:

- keep and implement an effective written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise identified risks (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep and implement an effective written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise identified risks (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and

their hours of attendance (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>	EY436949
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	969073
<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>	9
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/05/2012
<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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