

Inspection date

17/09/2014

Previous inspection date

09/03/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

- Leadership and management is weak. This is because the childminder has failed to fully address recommendations from her previous inspection to improve the quality of her provision. Her knowledge and understanding of the learning requirements in the Early Years Foundation Stage is still very weak. This means that children are not supported in their learning and development.
- The childminder does not have a secure knowledge of how to fully protect children in her care. She is not aware of the signs and symptoms of abuse so that if necessary, action can be taken to effectively safeguard children. Consequently, children's safety and well-being is not effectively promoted.
- Observation and assessment is not accurate enough to ensure that children's progress is monitored thoroughly. The childminder is not confident to complete the progress check for children between the ages of two and three years. This means that gaps in children's learning and development are not identified or shared with parents so they are kept informed about their children's ongoing progress.
- The childminder does not consistently promote good hygiene practices with the children. As a result, their physical well-being is not always supported.

It has the following strengths

- The childminder has formed close attachments with the children who are happy and settled. As a result, children's emotional well-being is appropriately supported.

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 children during play and at snack time.
- The inspector spoke to the childminder at appropriate times and discussed a range of policies and procedures.
- The inspector looked at a selection of children's files and discussed these with the childminder.
- The inspector reviewed the safety and security of the premises.
- The inspector checked evidence of the suitability and qualifications of the childminder, her self-evaluation form and the improvement plan.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house with her two children aged 14 and 20 years, in Tipton, Dudley. The whole of the ground floor is used for childminding. The childminder has two dogs and a rabbit as pets. Children have access to an enclosed garden. The childminder collects children from local schools and supports children with special educational needs and/or disabilities. There are currently 10 children on roll, five of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- acquire a robust knowledge and understanding of how to effectively safeguard children by being able to identify the signs and symptoms of abuse and know what action to take to protect children and promote their safety and well-being
- acquire a suitable knowledge and understanding of the learning and development requirements to fully support children in their learning and development and raise the quality of teaching in the provision, so that children make good progress
- implement robust methods for completing observations and assessments; ensure the progress check for children between the ages of two and three years is fully understood and completed, so that parents are provided with an accurate summary of their children's development and any gaps in children's learning are clearly identified and targeted.

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

- implement consistently good hygiene procedures for children by ensuring they wash their hands prior to eating and explain why it is important to follow these practices.

Inspection judgements

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

The childminder has a poor knowledge and understanding of the learning requirements in the Early Years Foundation Stage. This means that the quality of teaching is weak and

does not fully promote children's development across the seven areas of learning. For example, the childminder is able to promote some children's communication and language by talking and listening to them. However, this is not consistently promoted for all children as more able children demand her attention, leaving quieter children to occupy themselves. The childminder does not always respond to children's interests. This means that the childminder is not promoting the effective characteristics of learning as she does not support children's individual interests and does not listen to the voices of all children.

The childminder does not understand the purpose of completing the progress check for children aged between two and three years. She does carry out some observations of children and attempts to link these to areas of learning. However these are not always accurate and do not clearly identify children's next steps in their learning. As a result, children do not acquire the necessary skills and attributes to prepare them for their future learning or move to school. The childminder is aware of how to obtain support from other professionals to support children with special educational needs and/or disabilities. She liaises with speech and language therapists and parents to discuss children's achievements. However, she does not complete any assessments of children's development and is unable to accurately ascertain where the gaps in their learning and development are, to fully support children. This means that children are not fully supported in their learning and parents are not kept accurately informed of their children's progress at this specific time.

Partnership working with parents is generally promoted. The childminder adopts appropriate strategies to engage with parents. For example, she discusses with parents about their children's likes and dislikes on entry to her provision but does not always use this to plan interesting activities that will appeal to the children. Children's files are shared with parents and the childminder encourages parents to input their comments against individual observations.

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

Children are happy and settled in the childminder's home. She is knowledgeable about individual children and uses this to secure attachments with them. Children benefit from close interactions with the childminder and are relaxed in her home. The childminder talks to the children about older children who have left her provision and have moved on to school. This begins to prepare them for their next stage in learning. Consequently, children's emotional well-being is suitably promoted. Children are confident to talk to visitors and are keen to involve them in their play. For example, they bring their favourite books to show visitors and tell them about different nursery rhyme characters. This shows that children's self-esteem and confidence is promoted and children are comfortable in the presence of new adults. Parents written comments state that the childminder is, 'kind and supportive' and note that she has, 'an emotional connection to all children in her care'.

Overall, children play well together. The childminder manages their behaviour well and gently reminds some children to share resources and not to tease other children. She distracts children with toys that will interest them to promote positive behaviour. These strategies are successful in managing children's behaviour. Children are provided with

resources and toys that are well maintained and suitable for their stage of development. The indoor and outside environments are safe and secure for children to independently explore and provide children with some interest and challenge.

The childminder responds to the children's needs and escorts them to the toilet. She encourages them to wash their hands afterwards to help them learn about good hygiene routines. However, children are not encouraged to wash their hands before eating their snack. This does not consolidate children's learning of how to maintain good healthy practices. The childminder prepares children's snacks of fresh fruit and they sit at the table and in highchairs to eat this. Children have access to the childminder's garden and enjoy being outside. The childminder reminds children not to run so that they are beginning to understand how to keep themselves safe.

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

Leadership and management is inadequate. The childminder does not have a secure knowledge and understanding of how to effectively safeguard children in her care. She is not aware of the signs and symptoms of child abuse and does not know the action to take if she has any concerns about these. This is also a breach of both parts of the Childcare Register. She has updated her safeguarding policy and this includes the inappropriate use of mobile phones and cameras. Her home is secure and prevents the unauthorised entry of persons. The childminder has safety gates to prevent children from gaining access to the kitchen and upstairs, to promote their safety in her home.

Since the last inspection, the childminder has not addressed the recommendation to improve her knowledge and understanding of the Early Years Foundation Stage. This means that teaching remains weak and does not support children in their learning and development. The childminder does not understand why or how to complete the progress check for children aged between two and three years. She does not assess children's development across the seven areas of learning to identify any gaps in their learning. The childminder is aware of the need to access training to improve her practice and childcare knowledge but has done little to address this. As a result, self-evaluation is inadequate.

The childminder has established generally sound working partnerships with parents and other professionals. She ensures that she feeds back verbally to parents on a daily basis. Parents express their appreciation through written comments and value her attempts to, 'maintain communication' with them. The childminder supports children with special educational needs and/or disabilities by liaising with other professionals to discuss their needs. This helps to prepare some children for their next stage in learning.

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 **Met**

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

- ensure alertness to any indications that a child may be suffering from harm (compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY229953
Local authority	Sandwell
Inspection number	819595
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	09/03/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

