

Inspection date	05/11/2014
Previous inspection date	13/10/2008

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

- The childminder does not have a clear understanding of the learning, development and assessment requirements of the Early Years Foundation Stage framework, to ensure children receive quality learning experiences.
- Assessment systems are not effective in identifying children's next steps in learning. The childminder fails to track children's progress or plan activities and experiences to meet children's individual needs, stages of development or learning styles. As a result, children do not make sufficient progress in their learning.
- The childminder is not fully aware of the Early Years Foundation Stage framework requirement to provide parents with a written summary of their children's progress at age two. Therefore, parents are not kept fully up to date with their children's progress. In addition, children's strengths or emerging concerns are not identified.
- Children do not have regular opportunities to access the outdoor area for fresh air or physical exercise. This means that their well-being and health are not supported.
- The childminder understands how to keep children safe and is aware of the appropriate procedure if she has any concerns about a child's welfare.

It has the following strengths

- The childminder has forged warm relationships to help children feel safe and secure.

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 in their play and activities inside.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector sampled the childminder's relevant documentation, including policies, procedures and risk assessments.
- The inspector viewed the areas used for childminding, including the outdoors.
- The inspector conducted a joint observation with the childminder.

Inspector

Carole Price

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with a co-childminder at her house in Bilston, Wolverhampton. The childminder's adult child also lives on the premises. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. There is currently one child on roll who is in the early years age range. Children attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except 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:

- gain a clear understanding of the Early Years Foundation Stage Framework and of the seven areas of learning, including the importance and relevance of the prime and specific areas for children of different ages
- implement an effective assessment system to identify children's next steps in learning, and use this system to accurately track children's progress and plan opportunities, activities and experiences to meet children's stage of development, individual learning needs and styles
- introduce a system to review children's progress at age two, and provide parents with a short written summary of their child's strengths or emerging concerns, to ensure that they are kept fully up to date with their children's progress and development.

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

- provide regular opportunities for children to access the outdoor environment for physical play and fresh air to complement and extend their learning as well as promoting healthy lifestyles.

Inspection judgements

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

The childminder has a limited understanding of the learning and development requirements of the Early Years Foundation Stage framework. She spends some of her

time observing what the children can do, however, she does not use this information purposefully to consider future activities. She does not routinely identify children's next steps in learning, or use the information to track their progress or plan purposeful activities to meet their individual needs, learning styles or stages of development. As a result, children make poor progress and are not gaining sufficient skills in preparation for the next stage in their learning and moving on to school.

Although there are significant weaknesses in assessment arrangements and planning, the childminder does offer children some positive play experiences. For example, she playfully encourages young children to find their own nose, eyes and mouth to develop their self-awareness, and promote their personal, social and emotional development. She encourages young children to try and catch the bubbles during bubble play, which promotes their hand-eye coordination. Children are encouraged to join in with singing and actions of nursery rhymes. The childminder models how to play different musical instruments before encouraging children to have a try. However, children are not fully supported in their learning and development because the childminder does not plan activities that meet their individual needs or stages of development.

The childminder discusses an effective relationship with parents, although there were no parents available on the day of the inspection. The childminder provides updates about the day's activities and care routines. However, she has yet to review children's progress at age two, and provide parents with a short written summary of their child's development. Consequently, parents are not fully up to date with their child's progress. In addition, children's strengths or emerging concerns are not identified.

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

Children are happy and settled during their time with the childminder. They are at ease to go to her for comfort, support and reassurance, which demonstrates that they feel safe and secure. The childminder is aware of children's individual care routines and ensures she meets their individual needs by incorporating their sleep patterns into the day. Appropriate information is shared with parents about their children's daily care routines, which supports continuity of care, and children develop a sense of belonging and self-confidence.

The childminder acts as a positive role model, and as a consequence, children are developing an understanding of acceptable behaviour. Children have access to a range of resources which are appropriately stored so they are within children's easy reach. This promotes children's confidence and independent decision-making skills. Children confidently explore the resources as they investigate their surroundings. The childminder ensures that her home is welcoming and clean, and all resources and equipment are well maintained. Children's self-esteem is enhanced because the childminder offers lots of praise and encouragement.

Children are learning the importance of good hygiene practices as they are supported to wash their hands at appropriate times. Parents provide packed lunches for children which are stored appropriately. Children do not have regular opportunities to access the outdoor

area to participate in physical exercise. Furthermore, this reduces their opportunities to learn about healthy lifestyles. The childminder understands the importance of sharing information with other settings, including schools, to promote children's continuity of care, play and learning.

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

The childminder has an understanding of the safeguarding and welfare requirements, and children's safety is managed sufficiently. There is a visitor signing in book so the childminder can keep a record of all visitors to her home. Following actions raised at the last inspection, the childminder ensures that children are never left unsupervised in her home so are always accompanied to other rooms, such as the kitchen. Furthermore, she has added additional information to her parental consent forms for seeking medical emergency treatment, permission for outings and taking of photographs. There are policies and procedures in place, together with risk assessments, which are reviewed regularly to ensure potential hazards are identified and minimised. The childminder shows a suitable understanding of child protection policies and procedures, and she is aware of her responsibility in this respect. She knows how to report her concerns and has attended relevant training. The childminder holds a current paediatric first-aid certificate, to enable her to give appropriate treatment in the event of a medical emergency.

There is little understanding of the learning and development requirements as the childminder does not have an in-depth knowledge of the Early Years Foundation Stage. This means that teaching is weak as it does not meet all children's individual needs. At the last inspection, the childminder was requested to implement systems to assess children's progress and identify their next steps in learning and development, but she has yet to address this. As a result, there is currently no effective monitoring of children's progress. Consequently, the childminder does not review and revise the educational programmes to ensure they reflect the individual needs and aptitudes of all children. Correspondingly, there are no systems in place to identify any child who may be in need of extra support or is exceeding expectations.

Appropriate arrangements have not been put in place to evaluate the provision, and the childminder has not completed a self-evaluation to identify current strengths and weaknesses. As a result, there are no challenging targets to improve the provision for the benefit of children. The childminder has developed relationships with parents and is aware of the importance of working with other professionals and settings in order to meet children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY235398
Local authority	Wolverhampton
Inspection number	819630
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	13/10/2008
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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