

Inspection date	26/11/2014
Previous inspection date	05/09/2011

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

- The childminder does not fully understand the legal requirements of the Early Years Foundation Stage. This results in breaches of requirements and poor practice, that affect children's well-being, safety, learning and development.
- Children's health and safety are at risk because the childminder has not removed all risks in the environment. Also, the childminder has failed to acquire all relevant information about children in her care, or maintain records of attendance. As a result, the safeguarding of children is inadequate.
- The childminder has not developed performance management arrangements for her assistants, to monitor their practice or identify training needs. Consequently, they are not fully supported in their work with children and families.
- Children are not given daily access to outdoor play, which adversely affects their development and physical well-being.
- Children's progress is not assessed and activities are not planned to help them meet their next steps in learning. Consequently, activities lack challenge and children are not supported effectively to gain the skills needed for school. In addition, information about children's learning and development is not shared with parents.

It has the following strengths

- Children are generally settled because they build attachments with the childminder and other children, which supports their personal, social and emotional development.

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 the children engaged in a range of activities and daily care routines.
- The inspector looked at children records and a range of other documentation, including evidence of the childminder's and her assistants' suitability and training.
- The inspector spoke to the childminder, the childminder's assistant and the children during the inspection.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents spoken to on day of inspection and comments made in parent questionnaires.

Inspector

Julia Galloway

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 lives with her husband, six adult children and two other children in Tividale, Sandwell. The childminder works with two assistants. The whole of the ground floor is used for childminding. Children attend for a variety of sessions, including before and after school. The childminder operates from 7am to 6pm, for 50 weeks of the year. She currently has nine children on roll in the early years age range. The family has two dogs, one cat, two guinea pigs, three degus, one bearded dragon and tropical fish.

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 that all persons working with children are suitable to fulfil the requirements of their roles

ensure that risks to children's safety are identified and measures put in place to immediately remove these hazards to minimise any potential danger

implement a system of supervision, to ensure that any persons working with children and families are effectively supported to do so and have the necessary training, skills and knowledge to provide all children with appropriate care and education.

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

- obtain the following information for each child that is cared for, including date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parents and/or carers the child normally lives with to ensure all required information is available to provide appropriate care
- maintain a daily record of the names of children being cared for on the premises and their hours of attendance
- ensure that outdoor activities are planned and undertaken on a daily basis, in order to fully promote children's development, physical well-being and support them in taking supervised risks within their play
- ensure that the premises are fit for purpose and suitable for the age of children cared for
- observe, assess and plan appropriately for all children to ensure they make the best possible progress in all areas of learning
- improve the learning experiences for every child by providing a range of suitable resources across all areas of learning and ensuring that children can make choices
- establish a two-way flow of information between parents and carers, to regularly involve them in their children's learning and to enhance children's learning and development at home.

Inspection judgements

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

The childminder has a poor understanding of the learning and development requirements of the Early Years Foundation Stage. She has not undertaken observations of children to support her to track and monitor their progress. The childminder does not plan activities across all seven areas of learning to ensure children are provided with a broad educational programme. Consequently, children are not provided with activities that are tailored to their individual stage of development, or which cover all areas of learning. This hinders their progress. The childminder does not effectively gather information about children's abilities to clearly identify their individual next steps for learning. Any information that is gathered is not used to plan future activities or to provide a stimulating environment for the children who attend. As a result, children are not sufficiently supported to make good progress towards the early learning goals. This means that they are not developing a good enough range of skills that they need in readiness for their next stage in learning, such as school.

Children have access to a limited range of toys and resources, and the childminder and her assistant do little to support children's learning. For example, a child is exploring an electronic cause and effect toy by turning it on and off, to make different sounds. The assistant says, 'stop turning it on and off' and shows disapproval when the child continues to play with it. This does not support this kind of repetitive play, which provides opportunities for children to develop an understanding of how things work. Furthermore, while supervising children the assistant makes a number of inappropriate comments to, or about the children. The childminder does not challenge this and consequently, children are not supported to learn and develop in a positive or stimulating environment. Although the childminder and her assistant acknowledge some sounds or comments that children make, they do not provide enough opportunities for children's learning to be enhanced or extended. This is because they do not routinely make focused observations of children's learning, or understand how to provide challenging activities that are suited to children's emerging needs and skills. As a result, the educational programme is not individualised through planned, purposeful play activities and consequently, children are provided with limited and sometimes mundane activities.

Information about children's development when they start, and about their ongoing development during the placement, has not been shared with parents. The childminder fails to engage parents in discussion about their child's learning and does not encourage parents to extend children's learning at home. The childminder's lack of purposeful observations of children means she does not know whether they are achieving at the expected levels and she cannot follow up any concerns about development with parents. Furthermore, she does not undertake any methods of assessment to monitor the progress or identify gaps in children's learning. The childminder has not successfully exchanged information with the other settings that children attend because partnership working has not been established. This means that opportunities to discuss children's progress or share practice, to ensure consistency for children, are not undertaken.

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

Children's well-being is compromised because the childminder does not have all required personal information about children in her care, and she does not maintain appropriate records of children's attendance. This means that in event of an emergency she would not have all relevant information. Furthermore, this is a breach in requirements. The childminder has not ensured that the premises are always safe and suitable for children. For example, there are a number of trailing wires that are connected to a television, which is on a shelf unit. When pulled, these wires cause the television to tip and this poses a risk of it falling onto children. Also, the childminder has not considered all risks when children sleep in pushchairs in a separate room. She turns the pushchairs away from the door so that she cannot see sleeping children through a glass panel and closes the door so that they cannot be easily heard. However, the childminder and her assistant do check on children at regular intervals.

Children are not learning about routines that promote their good health. They are given toast while playing and they continue to walk around eating their food, rather than sitting at a table or using a plate. This does not provide children with opportunities to develop good social skills or master skills to support their independence. In addition, children are not provided with daily opportunities to access an outdoor environment, which adversely affects their development and physical well-being. Additionally, this means that they are not learning to manage risks for themselves and keep themselves safe. The childminder and her assistant do not always manage children's behaviour well because they do not respond appropriately to children at all times. For example, when a child cries to indicate that they want to come out of a baby walker, the childminder acknowledges this and says, 'are you bored?' but she does not take the child out. Furthermore, when the child continues to cry her assistant copies the crying noise, but also does not take the child out of the walker. This significantly compromises children's emotional well-being because their care needs are not met and their cry for attention is acknowledged, but ignored.

Children show that they are beginning to form an attachment with the childminder and they generally appear settled in her home. They benefit from opportunities to play with other children and show interest in what others are doing. The childminder records information about children's care routines and provides parents with information about what children have eaten or when they have slept. This provides some continuity of care.

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

The childminder has an insufficient understanding of the legal requirements of the Early Years Foundation Stage. She has breached a number of safeguarding and welfare requirements, and learning and development requirements. In addition, a number of the requirements of the Childcare Register are not met. As a result, children's welfare, safety, learning and development are compromised. The childminder's lack of knowledge and the poor practice puts children at risk from harm. In addition, the childminder does not identify when her assistant's actions compromise children's welfare and emotional well-being. The childminder explains the signs and symptoms of abuse and the action she

would take if an allegation was made against her or a member of her household. However, her safeguarding practice is inadequate because she does not always obtain the required information about children before they start attending. She does not maintain records of children's attendance or remove all risks to children in her home. These are breaches of requirements and mean that children's health and welfare is not adequately promoted.

The childminder is not meeting the learning and development requirements. This is because she lacks a secure knowledge and understanding of how children learn, and lacks effective teaching skills. As a result, she does not routinely undertake purposeful observations of children, or carry out meaningful assessments to identify children's progress and any gaps in their learning and development. By her own admission, the childminder acknowledges that she has not begun to use a system of observation and assessment to ensure that children's learning and development is promoted. Consequently, children are not effectively supported to make good progress. Nevertheless, most children appear to enjoy attending and some learning occurs incidentally. The childminder usually records information about children's care routines and has discussions with parents about their child's day.

The childminder's methods of self-evaluation have not ensured that she has met actions and recommendations from her previous inspections. Where areas for improvement have been identified from the responses to parent questionnaires, these have also not been addressed. She has not used self-evaluation to effectively make improvements to her setting. Furthermore, she does not monitor the work of her assistants or provide any support or coaching to support their professional development. She does not identify poor practice that has a negative impact on children's welfare and safety. In addition, when hazards to children were identified at inspection, she did not take appropriate action to remove these. This does not indicate a capacity to improve. As a result, children's welfare, safety, learning and development are severely compromised.

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:

- ensure that all staff working with children have suitable skills, training and experience to care for children (compulsory part of the Childcare Register)
- keep records of the following and retain them for two years: the name, home address and date of birth of each child who is looked after on the premises; the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (compulsory part of the Childcare Register)

Register)

- ensure that the premises and equipment used for the purposes of childcare are safe and suitable to do so (compulsory part of the Childcare Register)
- ensure access to appropriate outdoor space, or where this is not practicable, reasonable arrangements must be made for activities to take place outdoors (compulsory part of the Childcare Register)
- keep records of the following and retain them for two years: the name, home address and date of birth of each child who is looked after on the premises; the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable to do so (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. 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	EY416315
Local authority	Sandwell
Inspection number	875586
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	9
Name of provider	
Date of previous inspection	05/09/2011
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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