

**Inspection date**

19 March 2015

Previous inspection date

9 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The childminder does not have sufficient understanding of the learning and development requirements. This means she is unable to plan challenging experiences matched to the needs, interests and stage of development for each child.
- The childminder does not gather enough information about what children already know and can do to establish a clear starting point for their learning.
- The childminder does not use her observations of children to assess their stage of development or to plan focused next steps for their learning. Therefore, they do not make good progress.
- Monitoring and self-evaluation are weak, which means the childminder does not identify all the weaknesses in her provision. She does not undertake ongoing professional development or make links with other early years providers. The capacity for continuous improvement in the provision is poor as a result.
- Children do not benefit from stimulating, daily outdoor learning experiences.
- The childminder does not involve parents in the support of children's learning at home or in the self-evaluation process.

### It has the following strengths

- Children are happy and settled because the childminder is very caring. She keeps children safe and protects their health through her good safeguarding practice.

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

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

- gather information from parents, to establish a clear starting point, in order to plan challenging next steps in learning for each child
- use information gathered from observations to assess individual children's progress and stage of development, so that gaps in learning are identified and addressed
- develop a secure understanding of the learning and development requirements through further professional development, in order to be able to plan good quality learning experiences for children
- ensure children experience stimulating outdoor learning each day.

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

- improve partnerships with parents by involving them in the support of children's learning at home and in the self-evaluation process
- establish links with other early years providers, in order to share ideas and best practice regularly.

### **Inspection activities**

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents, carers and children.

### **Inspector**

Catherine Sharkey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

The childminder has some understanding of how children learn through play, but she does not make use of this information to plan focused activities. This has not improved since the last inspection. Consequently, children do not build on their learning or make good progress. The childminder obtains some information from parents about children's levels of achievement when they first start. The lack of detail and focus in this information means that the childminder does not work in partnership with parents to support children's learning effectively. She shares information about her policies and procedures with parents and about what children do during their sessions. The childminder talks to children as they play, both in English and in their home language. Her teaching is good at times, as she asks children about colours and numbers, but this is not skilful or well focused enough to support children's progress effectively. She encourages children to repeat words, so that they extend their sentences and begin to develop their language and communication skills adequately. Young children count to three with the childminder and repeat the names of the play foods they look at during a shop role-play activity. There are no firm plans in place to monitor or continue this language development with parents' support. The childminder encourages children to look at books and takes them to the library to foster a love of books and early literacy skills. Children lead and enjoy their play with the childminder, but they do not receive sufficiently challenging learning experiences. This is because the childminder does not plan with their individual needs or interests in mind. A young child chooses plastic letters to play with, but as they do not yet know what these represent, the activity has no purpose. This is not a suitable resource for the child's stage of development. Consequently, children are not well prepared for the next stage in their learning.

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

The childminder shares daily information with parents about children's routines and preferences, so their care needs are met and they feel secure. Children form very good relationships with the childminder, as she is very caring and comforts them with cuddles if they are upset. The childminder provides an adequate range of resources, which children access easily and make independent choices in their activities. They are not fully engaged in purposeful play because the childminder does not plan for this. Children gain confidence and develop their social skills further, as the childminder takes them to toddler groups each week and praises them when they do well. The childminder's garden is not currently in use, so she takes children to the park to support their physical skills. These opportunities are not frequent enough to develop their outdoor learning experiences effectively.

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

The childminder understands how to keep children safe, as she works with a local authority development worker to ensure her policies are implemented well. She is

beginning to monitor and evaluate her provision. This is not yet effective in identifying all the areas for improvement or in planning ways to improve children's learning experiences. The childminder does not include the views of parents in this process, so they do not have opportunities to suggest improvements. The childminder does not access ongoing professional development, so she does not develop her knowledge or skills. This results in a variable quality of teaching. She does not increase her understanding of the Early Years Foundation Stage or learn new ways to improve her provision. The childminder is a member of a childminding association, which enables her to keep up to date with current practice and legislation. However, she does not have contact with any other early years providers or other childminders. Therefore, she does not engage in mutual support, in order to monitor and improve her provision. The childminder has some understanding of the importance of working with other professionals where the need arises.

## Setting details

<b>Unique reference number</b>	EY278880
<b>Local authority</b>	Walsall
<b>Inspection number</b>	872805
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 February 2011
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Wednesbury, West Midlands. She operates all year round, from 7am to 8pm, Monday to Friday and some weekends, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language.

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