

Childminder Report

Inspection date

28 September 2016

Previous inspection date

13 August 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The childminder has not made sure that the interaction of the household members with children is clear in terms of the management of children's behaviour.
- The childminder has not made sure that her assistant knows how to act upon signs that children may be at risk of abuse or neglect.
- Children are unable to move around freely, lead their own play or to engage in purposeful activities because there is insufficient space available.
- At times, adult-led activities are prioritised over the valuable and purposeful play children initiate for themselves.
- The childminder and her assistant do not always support children's play and learning effectively. This is because they spend long periods of time on domestic chores when children are not meaningfully occupied and have little interaction from adults.

It has the following strengths

- The childminder and her assistant are kind, calm and welcoming.
- Children learn about the importance of good personal hygiene, such as washing their hands after handling the childminder's pet dog.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

- | | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure that all persons who are likely to have regular contact with children are fully aware about the childminder's responsibilities for the children's welfare and they are guided by the childminder on how best to manage children's behaviour | 28/10/2016 |
| <ul style="list-style-type: none"> ■ ensure that assistants know who to contact in the event of a concern about a child's welfare | 28/10/2016 |
| <ul style="list-style-type: none"> ■ ensure that the premises, including the overall floor space meets the needs of the children, enabling them to move around freely, lead their own play and be fully engaged in purposeful activities. | 28/10/2016 |

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure that children consistently benefit from planned, purposeful activity, delivered through a mix of adult-led and child-initiated play | 28/10/2016 |
| <ul style="list-style-type: none"> ■ allow children to lead their own play and complete their activities to their own satisfaction so that they learn as much as possible from following their interests. | 28/10/2016 |

Inspection activities

- The inspector viewed all areas of the home used for childminding and the toys and resources available.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including policies and procedures. She discussed the childminder's self-evaluation document.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked evidence of the suitability and qualifications of adults living and working on the premises.
- The inspector held discussions at appropriate times with the childminder and her assistant.
- The inspector took the written views of parents into account.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The childminder has not ensured that her assistant knows who to contact in the event of a concern about a child's welfare. However, the childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child in her care. Areas of the home that the childminder originally planned to use when caring for minded children are now used to store household items and are inaccessible. Therefore, space for children to move around freely and engage in their own play is limited. The childminder involves parents in assessing the starting points for children's learning. She uses this information in her initial planning of activities. The childminder works with the parents to ensure there is continuity in the children's learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching requires improvement. Children's self-chosen play is not valued sufficiently and they are frequently asked to tidy these activities away, so adult-led activities can be prioritised. The childminder has not recognised the importance of independent play and exploration in children's learning. During adult-led activities children's ability to investigate and fully interact with resources is restricted because not enough consideration has been given to how these activities are organised. For example, when children explore gloop and water play they are not able to freely express themselves or explore their own ideas because the childminder has not considered the most appropriate place and resources for this type of activity. Children are asked to focus on not making a mess on the carpet, rather than on enjoying their play and learning. Sometimes children sit for long periods unoccupied and without adult interaction as the childminder and assistant tidy away the adult-led activity, clean the area and prepare lunch. Children become bored and restless because they are not engaged in purposeful activities during this time. That said, the childminder interacts well with the children. She knows how to promote good communication and language skills. She asks the children searching questions and gives them time to organise their thoughts and respond. She knows the children well. She plans activities based on children's learning and developmental needs. She gathers this information through observation and also through discussion with the children's parents. The childminder has regular discussions with her assistant to share information about children's learning.

Personal development, behaviour and welfare are inadequate

Weaknesses in arrangements to ensure that household members are clear about the childminder's responsibilities mean that children's well-being is not sufficiently assured. For example, on the day of inspection, the manner in which the child was addressed by the household member did not help the child to learn why the behaviour was not appropriate and was not in line with the childminder's behaviour policy. It was not brought to the attention of the childminder for her to address. The childminder supports children's healthy lifestyles well, providing nutritious and well-balanced snacks and meals. Children have daily opportunities to practice their physical skills, such as when they play outside or during walks to and from the local park.

Outcomes for children require improvement

Weaknesses in the organisation of activities, the environment and in the support adults give to children mean that they do not consistently make good progress in their learning. However, children do steadily gain skills that will help them prepare for school when the time comes. Children are becoming more independent. They take off their own coats and are learning to use cutlery appropriately during mealtimes.

Setting details

Unique reference number	EY458160
Local authority	Dudley
Inspection number	1043188
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 2
Total number of places	12
Number of children on roll	7
Name of registered person	
Date of previous inspection	13 August 2013
Telephone number	

The childminder was registered in 2013 and lives in Halesowen. She operates her provision all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

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Piccadilly Gate
Store St
Manchester
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T: 0300 123 4234
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