

Inspection report for early years provision

Unique Reference Number	260849
Inspection date	08 February 2008
Inspector	Georgina Walker
Type of inspection	Childcare
Type of care	Childminding

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The childminder was registered in 2004. She lives with her mother and adult sisters. The playroom and toilet facility on the ground floor in the childminder's home is used for childminding and currently there is no access to the rear garden for outside play. The family has three dogs.

The childminder walks to the local school and nursery school to take and collect children.

She takes children to the local park.

The childminder is registered to care for six children at any one time and is currently minding five children all of whom attend on a part-time basis; one under five during the day; one under eight; three over eight before and after school. The childminder supports children with learning difficulties and/or disabilities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health and safety is inconsistently promoted. The childminder has not sought written parental permission, at the time of placement, to the seeking of any necessary emergency medical advice or treatment to ensure children's medical needs are met if a serious injury occurs. A first aid box is available. The contents are not all suitable to meet the needs of the children. The childminder records minimal detail in her accident record system. Written consent to administer medication is given as required.

Children learn about personal hygiene through daily routines and are made aware why they wash hands, especially after handling the dogs. However, they share the same towel which is washed at the end of each day. This does not prevent the risk of cross-infection. If children are ill or infectious a written policy regarding exclusion is implemented.

Children's dietary needs are met and healthy eating is generally promoted. Individual needs are discussed with parents and recorded. Meals provided are a mix of healthy and nutritious food or children's favourites such as chicken nuggets. They enjoy snacks of cheese on toast at lunchtime. Fruit is served at snack times.

Physical development is promoted in a variety of ways. Children no longer have opportunities to play outside in the rear garden. The children are taken to the park on the way home from school or on outings during holidays where they can run and climb on the equipment. A range of activities inside encourage a positive attitude to healthy exercise as they dance and act in plays. Puzzles and construction toys assist in the development of small muscle skills. Access to paper, drawing and craft resources for all ages develops fine manipulation. Children can have rest and quiet periods after school sitting on the large cushions to effectively meet their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children's safety is promoted. A risk assessment on the use of the garden has resulted in this area currently not being used. An awareness of safety during a fire is promoted well. Evacuations have been practised and all children have an awareness of the procedures to be followed. Children are also developing an awareness of personal safety as they respond suitably to the childminder's expectations when they are on school journeys and outings. They know the reasons why the childminder says they must stay together and stop, look and listen when crossing the roads.

Children are cared for in welcoming, secure and suitable premises where there is ample space in the playroom to play and learn comfortably. Children's individual skills develop competently with the age-appropriate resources. They independently select activities from the range of toys and equipment which is directly available in the labelled boxes on the storage units. Older children can request activities or choose from those presented, depending on the ages and stages of those present. Children are encouraged to pack away before getting something else out. They show respect of property and as they are careful, this ensures the toys remain in good condition for use.

Information about her duty of care to protect children is shared in written policies with parents. The children's well-being is given priority as the childminder has a clear understanding of previous child protection procedures and how to put these into practice. Her policy does not relate to the Local Safeguarding Children Board procedures as a information relating to the changes has not been received.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children experience a range of activities which contributes to their development on the premises and on outings away from the setting. The childminder does not have a copy of the 'Birth to three matters' framework pack and has not cared for children under three. She was not aware it will be superseded by the Early Years Foundation Stage documents.

The childminder presents activities and helps children to progress. There are no formal plans, however the childminder encourages children to help themselves to the range of resources and develop their own play ideas. They experience many different methods of mark-making and display finished work including a health and safety poster. Children learn to do things on their own and enjoy reading books, as well as share and take turns as they instigate imaginary play and dressing up games. A 'High School Musical' poster has been created by the children to reflect their enjoyment of singing and dancing in the playroom.

Older children can choose to relax after school or do their homework with support from the childminder. Their individual needs are met and their welfare is promoted. Children show interest in the resources as they play, especially with cars and a road mat as they count, discuss shape and size and count the vehicles, extending their mathematical knowledge. They are very content in the setting and play for extended periods with the range of resources including 'Betty Spaghetti' dolls and a doll's house.

Helping children make a positive contribution

The provision is inadequate.

The childminder does not display her registration certificate or provide parents with full information relating to complaints. She has not received all relevant documents relating to the National Standards. Whilst some policies have been written they do not fully assist in giving parents a complete picture of the childminder's responsibilities in caring for their children. However, positive relationships are formed with parents and a desire to work in partnership with them to meet children's individual needs ensures the childminder is able to meet children's emotional and physical needs effectively. Parents are updated on their children's well-being and development through discussion.

Children are treated fairly as the childminder has an open-minded approach to inclusion and meeting individual needs effectively. She encourages all children to access age-appropriate activities and develop life skills. Individual needs are discussed with parents which enables appropriate care to be given. Children are able to play with a range on non-stereotypical resources and any negative issues are addressed successfully. Understanding and acceptance of the wider community and the development of positive attitudes is not increased through activities and celebrations of festivals from around the world. The childminder has limited understanding of the need to promote this aspect of education and awareness. The children have access to a limited range of toys and resources showing positive images of culture, gender and disability.

The childminder has experience of caring for children with learning difficulties and/or disabilities and has a understanding of potential need. She is well aware of how to adapt activities to ensure inclusion and has a positive attitude to caring for all children, with their individual personalities. Independence is successfully encouraged. The childminder has a clear understanding of working with parents and outside agencies to effectively meet children's needs.

There are effective procedures in place to manage a wide range of children's behaviour. Children behave appropriately as they respond to the list of rules they have written themselves and are displayed in the playroom. They include 'no use of bad language' and apologies are required if children forget this rule. The last rule is 'be happy'. Children know they must respect the childminder, her belongings and other children in the house. Consistent management helps children feel secure knowing what they can and cannot do. Good use of praise and encouragement helps to build children's self-esteem.

Organisation

The organisation is inadequate.

The childminder does not comply with all the regulation requirements and overall children's needs are not met. Due to a range of circumstances she has yet to attend the required basic training for childminders. Her knowledge of relevant legislation and how to fully meet the conditions of registration are not fully developed. However, children are supported by the childminder as they are under her direct supervision to ensure their time with her is enjoyable. The childminder is organised in her routines of delivering and collecting children from school and nursery school. There is a range of resources to meet children's needs. The childminder is caring and attentive to children. They are happy in the setting and enjoy the range of play opportunities, becoming absorbed in their play.

Improvements since the last inspection

At the previous inspection the childminder agreed to address six recommendations. She was to develop knowledge and understanding of child protection issues. This was completed to reflect the information available at the time, but is to be updated to safeguard children. Knowledge and understanding of equal opportunities issues has been increased but further awareness and an increase in the range of resources is still required. All records relating to childminding were to be maintained and kept up to date and the daily attendance register was to be maintained accurately. Children's details and written permission for some aspects of care have been developed, but are not yet comprehensive. Written agreements with parents that set out the expectations of both parties as to the care of the child, activities provided and business arrangements were to be developed. In conjunction with the other documents which were required a range of policies were written and are shared with parents at the time of placement. They do not all contain detail relating to changes in legislation over recent years. This detail is to be found in the revisions and addendum to the Nationals Standards. An action has been set for the childminder to develop her knowledge of the criteria to the standards. The childminder has not ensured written permission from parents for seeking emergency medical advice or treatment is obtained. An action has been set to confirm this criteria is met in future.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- Provide evidence of how you will complete a local authority approved childminder's course as soon as possible.
- Develop knowledge of the criteria within the National Standards, guidance, revisions and addendum.
- Provide evidence of how you request written permission from parents for seeking emergency medical advice or treatment.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk