

## Inspection report for early years provision

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<b>Unique reference number</b>	510375
<b>Inspection date</b>	20/03/2009
<b>Inspector</b>	Ingrid Szczerban
<b>Type of setting</b>	Childminder

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the childminding

The childminder was registered in 1998. She lives with her husband in the Bolton area of Bradford in West Yorkshire. She works from her home with another childminder, her daughter and an assistant, her husband. The rooms used by children are the lounge, the conservatory, and a basement playroom. Toileting facilities are on the ground floor. The lounge is used as a bedroom for overnight care on the ground floor, the childminder's bedroom is on the same floor. The front entrance is used which is accessed down several steps from the gate. There are household pets, a parrot, a budgerigar, two dogs and seven rabbits.

The childminder is registered to care for a maximum of six children at any one time, and, when a co-worker is present a maximum of twelve children. She is currently caring for 15 children on a full and part-time basis. The children are aged between one and twelve years. The childminder supports children with special needs and takes and collects children from a local school. Regular outings are undertaken to parks, a toddler group and to the library. This provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the effectiveness of the early years provision is inadequate. Inclusive practice is generally promoted, and children are valued and respected as individuals. Children partake in a range of activities and make steady progress in their learning. However, insufficient attention is given to meeting the welfare needs of children. The childminder has made some improvements in her service but the arrangements to self-evaluate are not sufficient to meet the welfare requirements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a risk assessment and review it regularly to identify aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked. (Suitable premises, environment & equipment) (also applies to both parts of the Childcare Register) 03/04/2009
- maintain a current paediatric first aid certificate (Suitable people) (also applies to both parts of the 03/04/2009

Childcare Register)

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

23/03/2009

To improve the early years provision the registered person should:

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach to identify children's starting points, what children gain from activities, and their next steps for progression.

## **The leadership and management of the early years provision**

The childminder is able to evaluate her service to a limited extent. She knows her strengths and can identify some areas for development. For example, the recommendations from the last inspection have been met. However, overall the self-evaluation system is not adequate because the childminder is in breach of the following Welfare requirements to: maintain a current first aid certificate, obtain written parental consent prior to giving medicines and maintain a record of risk assessments. This means that children are not adequately safeguarded. The childminder has a satisfactory understanding of child protection issues and the action to take should the need arise.

The childminder makes suitable arrangements to consult with parents as to their satisfaction with the service provided, by talking with them each day. She tells parents what their child has done where they have been and what progress they are making so that learning can be extended at home. Positive relationships are enhanced with parents and children as they join the childminder on weekend walks. The childminder has established links with other settings delivering the Early Years Foundation Stage. She talks with the teachers and receives her own copy of the current themes in which children are engaged and she builds on these when children express an interest.

## **The quality and standards of the early years provision**

Some of the welfare needs of children in the Early Years Foundation stage are met. Good hygiene routines are followed. The home and the resources used by children are all clean and well-maintained. The sickness policy is implemented and children use individual paper towels and the childminder uses plastic aprons and gloves when changing nappies, in order to help prevent the spread of any infections. Through discussion with the childminder and a notice displayed in the toilet, children learn about germs and the importance of hand washing.

The childminder provides sufficiently healthy and nutritious food for children. They eat home-cooked meals, and fresh fruit and vegetables. Regular outings are undertaken and children play out in the garden, so they benefit from being in the fresh air and become accustomed to exercise. The promotion of healthy lifestyles

is further developed at weekends when the childminder organises walks for the families she cares for. Suitable practices are employed to ensure that children learn how to keep themselves safe. The childminder teaches them about road safety and they regularly practice fire drills in the home.

The children make steady progress in their learning and development. The childminder has a rudimentary knowledge of the six areas of learning and plans developmentally appropriate activities for children. She observes children as they play. Thus she makes assessments about what they can do and what they like, and makes some plans to extend their learning. However, the childminder does not have a clear system in place to identify what children gain from activities. The records are therefore limited in showing how the individuality of children is met.

The children are happy and settled. They are confident in their relationships with their childminder who provides them with lots of smiles, words of encouragement and cuddles. They are able to choose what they want to do as they can freely access their toys which are stored at child-height. Children are therefore becoming increasingly independent. They are learning self-help skills, such as putting on their own shoes and coats. The children get on well together, and are learning to take turns. Children are confident and eager to take part in new experiences, such as riding a horse.

Children learn about the world around them through first-hand experiences. They are taken on daily outings to toddlers, to visit farms and to play in parks. Thus they build their stamina and learn to coordinate and control their bodies. They help to feed the childminder's pets and so learn about the care needs of animals. Children communicate well. They like to look at books and request that adults read familiar favourite stories to them. Children learn about problem solving as they seek out suitable construction materials and fit them together to build a race track for cars.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5,CR1,CR8) 03/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5,CR1,CR8) 03/04/2009