

## Inspection report for early years provision

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<b>Unique reference number</b>	EY380151
<b>Inspection date</b>	03/03/2009
<b>Inspector</b>	Judith Anne Kerr
<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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2008. She lives with her husband and four children aged two, six, seven and nine years. She provides a childminding service from her mother-in-law's home in the Crumpsall area of Manchester, close to shops, parks, schools and public transport links. The whole ground floor except for the store room is used for childminding.

The childminder is registered to care for a maximum of three children at any one time and is currently minding one child under five years on a part time basis. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends a toddler group on a regular basis.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder is not planning for activities and experiences based on children's needs and interests. As a result, children's individual learning needs are not prioritised and this restricts their progress. Communication with parents is not focused on children's learning. The childminder promotes some aspects of children's welfare to ensure they are generally safe and secure but she does not evaluate her provision in order to understand the strengths and weaknesses of her service. Most of the actions raised at registration have been addressed.

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:

- obtain necessary information from parents about children's individual needs, such as dietary requirements; request written parental permission for the seeking of any necessary emergency medical advice or treatment and carry out a full risk assessment for each type of outing which includes an assessment of required adult to child ratios (Safeguarding and promoting children's welfare) 18/04/2009
- conduct a risk assessment on all used areas of the house and garden and review it regularly - at least once a year or more frequently where the need arises (also applies to the compulsory and voluntary parts of the Childcare Register) (Suitable premises, 18/04/2009

- environment and equipment)
- undertake sensitive observational assessments of each child in order to plan to meet young children's individual needs (Organisation) 18/04/2009
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation). 18/04/2009

To improve the early years provision the registered person should:

- develop arrangements to seek the views of parents and fully involve them in their children's progress
- obtain written parental permission for children to take part in outings
- practise regular evacuation drills with the children and deny children access to those areas of the premises which are not registered, such as the first floor
- implement procedures to monitor and evaluate the practice and systems in the setting recognising how these processes can extend effective practice and help improve outcomes for children.

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

There are no systems for self-evaluation and as a result the childminder has not identified her own strengths and areas for development. Most of the issues raised at registration have been addressed but the childminder has still not ensured children are denied access to some areas of the premises which are excluded from the registration. This poses a risk to children's safety. A risk assessment of the premises has not been undertaken to identify potential hazards and outings are not risk assessed to ensure they are safe and suitable for children to attend. These are requirements in regulations. The childminder is aware of the appropriate systems for responding to any complaints which may be made by parents and she has a valid first aid certificate to enable her to administer the correct treatment in the event of an accident. She has not attended any recent training courses to learn about the new requirements of the Early Years Foundation Stage (EYFS).

Consequently, her capacity to meet the requirements and provide an inclusive environment for children is limited.

Record keeping systems are for the most part in order. For example, emergency contact details and systems for recording attendance, accidents and medication are in place. However, the childminder has no details of children's individual needs, such as dietary requirements and she does not request written permission from parents for the seeking of any necessary emergency medical advice or treatment. As a result, children's well-being is compromised. These are requirements in regulations. In addition, the childminder does not request written parental permission for outings. The childminder has relevant up to date guidance from the Local Safeguarding Children Board to assist her to ensure children are protected from abuse whilst in her care.

A warm and homely environment is provided for children where they are at ease

and soon settle. The childminder gives parents a verbal account of their child's day. Parents are warmly welcomed and receive daily information about their children's care routines. However, the links are not sufficiently robust to ensure individual needs are met. There is no system to identify what children already know and can do on admission and there is insufficient focus on sharing information about children's progress, which means parents are not actively involved in their children's learning.

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

The childminder has limited knowledge and understanding of the Early Years Foundation Stage principles, framework and guidance and does not plan for, observe and assess to promote children's progress. As a result there is no system to clearly indicate children's progress towards the early learning goals and therefore no clear overview of children's development. Children's individual next steps are not identified and as a consequence, the childminder is not always clear about the learning intentions of activities.

Children relate well to the childminder. She speaks to them in a soft and calm manner to provide reassurance and as a result they are secure in their surroundings. Good behaviour is readily praised by the childminder which raises children's self-esteem. Children play well with the childminder's own children and are beginning to understand right from wrong and the importance of sharing. For example, the children look at books together and share the play dough tools.

Children are taken on outings to toddler groups in the local area. These offer opportunities for children to socialise with their peers and experience different environments. A limited range of play materials which reflect diversity are available and few activities which help give children an understanding of the world in which they live are provided. Communication skills are ably supported as the childminder consistently talks to the children. Children enjoy story sacks and together with regular visits to the library this helps to foster their love of books. Mathematical skills are introduced as children play. For example, the childminder counts one, two as the toddler stacks the bricks. Limited craft activities, such as colouring and painting at the toddler group and rolling and cutting the play dough, allow children opportunities for early mark making and creativity.

Suitable hygiene procedures are followed, such as hand washing after nappy changing and before snacks. Children are offered toast and fruit for snacks and drinks are readily available throughout the day to enable them to quench their thirst. Their awareness of personal safety is promoted as the childminder explains why they must be strapped in the buggy and why they must follow the correct procedures when crossing the road. However, she has not practised the emergency evacuation procedures with them to ensure they understand what to do in the event of a fire.

## 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?	4
The capacity of the provision to maintain continuous improvement.	4

### 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?	4
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>	4
<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?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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 (CR5.4). 18/04/2009

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 (CR5.4). 18/04/2009

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.