

Inspection report for early years provision

Unique reference number	260767
Inspection date	26/03/2009
Inspector	Susan Tuffnell
Type of setting	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 2001. She lives with her husband and their three adult daughters in the village of Higham Ferrers, Rushden, Northamptonshire. The ground floor of the childminder's house and the first floor bathroom are used for childminding and there is a rear garden for outside play. The premises are accessible by a low step to the entrance. There are shops, schools and pre-schools within walking distance. The family has three small dogs, two rabbits and fish.

The childminder provides care every weekday during term-time and school holidays. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for three children on the Early Years Register and currently two children attend. The childminder currently provides care for four children on the Compulsory Childcare Register (CCR) and eleven children attend on the Voluntary Childcare Register (VCR). All the children share the same facilities.

The childminder is a member of the National Childminding Association (NCMA) and works in partnership with parents, carers and other professionals.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. There are breaches of the overarching requirements of the Early Years Foundation Stage (EYFS) framework, that impact on the children because the childminder has not ensured that she is familiar with the welfare requirements of the EYFS. Partnerships with parents need improvement to promote good quality education and care for the children and the needs of children are not routinely met because the childminder does not fully promote inclusive practice.

Steps are taken by the childminder to evaluate her provision for children's welfare, learning and development, for example, action has been taken to improve the weaknesses identified during a previous inspection. The childminder is aware of the weaknesses of the provision and shows a positive attitude and commitment to improve. Her plans for the future, to strengthen the provision and the outcomes for children, include future training in observation and assessment.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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:

- undertake sensitive observational assessment in order 30/06/2009

- to plan to meet young children's individual needs as they progress towards the early learning goals (Organisation)
- plan and provide experiences which are appropriate to each child's stage of development through a balance of adult-led and child-initiated activities (Organisation) 30/06/2009
 - gain knowledge and understanding of the EYFS learning and development requirements so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (learning and development) 30/06/2009
 - provide the following information for parents: the type of activities provided for the children; the daily routines; the procedure to be followed in the event of a parent failing to collect a child at the appointed time and the procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare) 01/05/2009
 - implement an effective policy on administering medication (Safeguarding and promoting children's welfare) 01/05/2009
 - ensure that records are kept of all accidents and first aid treatment 01/05/2009
 - ensure that children do not leave the premises unsupervised and take steps to prevent intruders entering the premises. This refers to the unsecured front door (Safeguarding and promoting children's welfare) 01/05/2009
 - conduct a risk assessment that identifies aspects of the environment that need to be checked on a regular basis and maintain a record of this (Suitable premises, environment and equipment) 01/05/2009
 - ensure that Ofsted is notified of any change of person aged 16 or over living or working on the premises 01/05/2009
 - ensure the procedure for children who are ill or infectious covers arrangements for exclusion and is discussed with parents 01/05/2009
 - implement a procedure to be followed for the protection of children in line with the Local Safeguarding Children Board (LSCB) guidance and procedures 01/05/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The leadership and management of the early years provision

Children make little progress in their learning and development because there are weaknesses in the educational programme that restrict their progress and personal development and the arrangements to ensure their welfare are not adequately in place. The childminder is insufficiently focussed on raising achievement and promoting the personal development of individuals. Evaluating the provision and the impact on the children through self-evaluation requires improvement. The views of parents and the children are rarely sought. For example, information about the type of activities provided for the children and the daily routines are not generally shared with parents. Resources are not always deployed appropriately because the childminder does not have a well-ordered sense of priorities which limits self-selection and choices for children.

The childminder maintains some written records such as children's record forms, contracts and parents contact information and an up-to-date register. However, she needs to implement additional policies, records and procedures to support the safe and efficient management of the setting. The childminder is not consistent in safeguarding and promoting the welfare of children. For example, a policy and procedure in line with the Local Safeguarding Children Board (LSCB) guidance is not in place, to ensure correct procedures are carried out for children's protection. Children's welfare and safety are compromised because the childminder does not consistently ensure that her front door is kept locked when minded children are present. Older children playing outside the front of the setting, come in and out of the front door freely and this presents a security risk for the young children inside and there is no effective system to ensure the suitability of every person over sixteen who lives on the premises where childcare is provided.

The quality and standards of the early years provision

The childminder's knowledge of the learning and development requirements of the EYFS is inadequate. The lack of effective planning to allow children experiences appropriate to their stage of development for example, through a balance of adult-led and child initiated activities, hinders their progress towards the early learning goals. Observations and assessments are not frequent or accurate enough to monitor children's progress and so the childminder does not have a clear understanding of children's individual needs.

Systems need improvement because some records, policies and procedures are missing. For example, procedures to be followed in the event of a child not collected or a child going missing whilst in the childminder's care; a policy on the administration of medication, clear and accurate records of all accidents and first aid treatment and arrangements for the exclusion of children who are ill or infectious. The childminder implements some procedures to keep children safe such as an enclosed rear garden with high fences and locked gates. However, a risk assessment that identifies aspects of the environment that need to be checked on a regular basis, is not carried out and records are not maintained to ensure that all aspects of risk are minimised for children.

Children are generally settled and happy at the setting. They chat to their friends and older children play with the younger ones. Children are given snacks and meals and are polite and kind to the childminder and each other. They practise road safety as they walk to and from school and regular fire drills are carried out to ensure they are confident in the event of a real fire situation. The childminder discusses the children's dietary needs and their likes and dislikes with parents and verbal information is given to them daily about the children's care. Parents are generally happy with the care given to their children and express satisfaction with the amount of information they receive. However, essential information regarding the children's learning and development and their overall welfare is not shared with parents, to ensure they are kept fully informed of their children's achievements and progress. Children take part in some activities that promote equality of opportunity, such as dressing-up and role play and the childminder has some understanding of inclusive practice which she implements through discussion with the children. However, information about how she will raise children's awareness of the wider world and their understanding of diversity and differences is not in place.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
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

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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:

Met

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 part of this report | 01/05/2009 |
| • implement a written procedure to be followed for the protection of children in line with the local Safeguarding Children Board guidance and procedures | 01/05/2009 |