

## Inspection report for early years provision

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<b>Unique reference number</b>	EY300835
<b>Inspection date</b>	12/02/2009
<b>Inspector</b>	Dianne Lynn Sadler
<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 has been registered since 2005. She lives with her husband and two children aged 12 and 15 years in Lichfield, Staffordshire. The whole of the premises is used for childminding purposes and there is a fully enclosed rear garden for outside play. The premises is accessed from steps leading up to the front door.

The childminder is registered to care for four children at any one time. There are currently five children on roll, four of whom are within the early years age range. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and pre-schools and is working towards a Level 3 qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children's safety, welfare and learning needs are not effectively met. They are not adequately safeguarded and learning opportunities have significant weaknesses that restrict their progress and personal development. Neither the childminder's practice or the environment is inclusive and communication with parents and other carers is not focussed on children's learning. The childminder shows a lack of capacity and understanding to maintain continuous improvement.

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 written parental permission from all parents at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 02/03/2009
- obtain necessary information from all parents in advance of a child being admitted to the provision, including: the child's dietary requirements, preferences or food allergies; special health requirements; information about who has legal contact with the child and who has parental permission for the child (Safeguarding and promoting children's welfare) 02/03/2009

- carry out a full risk assessment for each type of outing and review before embarking on each specific outing (Safeguarding and promoting children's welfare) 02/03/2009
- promote equality of opportunity and anti-discriminatory practice to ensure every child is included (Organisation) 02/03/2009
- develop an effective system to evaluate and monitor the provision ensuring the individual needs of all children are met (Organisation) 02/03/2009
- improve arrangements for observation and assessment so they can be used to assist in planning enjoyable and challenging experiences that are tailored to meet each child's individual needs (Learning and development) 02/03/2009
- provide children with meals and snacks that are healthy, balanced and nutritious (Safeguarding and promoting children's welfare) 02/03/2009
- record the name and address of every parent and carer who is known to the provider for each child in your care (Documentation). 02/03/2009

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

The childminder does not organise her setting well. Resources are not effectively deployed and the childminder does not support or promote inclusive, anti-discriminatory practice, which hinders children's understanding of diversity. Policies, procedures and records are not all in place or completed. She does not obtain all the information needed to meet the children's needs and care for them appropriately. The childminder does not record the name and address of every parent and carer who is known to the provider for each child in her care. She does not know who has legal contact with children or who has parental responsibility for them and she does not have permission for all of her practice. Therefore, children's welfare, safety and well-being is at risk. Records with regard to attendance, medication, accidents and incidents are maintained appropriately.

The childminder's partnerships with parents, carers and other providers is not strong enough to ensure children individual needs are met. She has not developed a two-way flow of information with other providers and parents do not discuss or contribute to their children's learning. This hinders the continuity of care and learning children receive. Parents are given some well-written policies and the childminder verbally discusses the day's events with them.

The childminder strives for improvement and is at present working towards a Level 3 qualification. However, she does not have a sufficient understanding of the Early Years Foundation Stage and therefore the outcomes for children are not adequately promoted. The childminder does not effectively monitor or reflect on her practice and some recommendations from the previous inspection have not

been improved upon. She has an unrealistic view of the of the weaknesses of the setting and therefore she does not have a clear focus for future improvements.

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

Children are not safeguarded adequately and their well-being is not sufficiently promoted. The childminder does not obtain all the information she needs to care for them safely and has not carried out a risk assessment for each type of outing the children participate in, which compromises their safety when outdoors.

Children are not developing an appropriate awareness of how to keep themselves healthy. They do not benefit from healthy, nutritious meals or snacks. For instance, children choose foods such as hot dogs with chocolate spread sandwiches for their lunch on a regular basis. Children's safety is promoted in the premises and risk assessments are carried out on all areas children have access to. Through daily routines they are learning to adopt appropriate hygiene practices.

The learning environment is interesting but not inclusive. Therefore, it does not support children's active learning. Resources are selected by the childminder and most are stored in one large toy box in the conservatory which significantly limits the choices and decisions children can make about their play. Children do not have free access to the very limited resources showing positive images of diversity and they are not developing positive attitudes about the similarities and differences between themselves and others. Although the childminder has some understanding about the abilities of the children in her care she is not undertaking effective observations to assess their individual development in all areas of learning. There are no individualised next steps planned for children's learning which hinders the progress they make towards all the early learning goals.

Children settle and are developing a positive relationships with the childminder. Children select resources such as dinosaurs from the toy box and use their imagination appropriately to describe what the dinosaur is eating. They discuss the friendships between the dinosaur and a snake and explore the concept of a 'Big' dinosaur and 'Long' snake. Children also use their imagination when deciding to make a den in the lounge out of a blanket, wooden pegs and large cushions, assisted well by the childminder. Children have sufficient opportunities to develop their physical skills when playing in the garden or local fields where they enjoy hiding in a den. However, some of the educational programmes within the six areas of learning are not adequately promoted. For instance, children cannot freely access resources to develop their writing skills or media to be creative such as paint and collage materials. They are not learning about the wider world with regard to other cultures, religions or lifestyles and opportunities to develop skills in problem solving, reasoning and numeracy are limited.

## 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?	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

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

here have been no complaints made to Ofsted since the last inspection.

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.