

## Inspection report for early years provision

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<b>Unique reference number</b>	504739
<b>Inspection date</b>	13/01/2009
<b>Inspector</b>	Hazel Christine White
<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 2001. She lives with her husband and two children aged four and eight years in a residential area of Coventry in the West Midlands. The property is easily accessible and the whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children attending who are within the Early Years Foundation Stage (EYFS); both attend on a part-time basis. The childminder also offers care to children aged over five years.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She has an early years qualification to level 3 and is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Children's welfare and safety is compromised because the childminder has failed to comply with some welfare requirements of the Early Years Foundation Stage (EYFS). Limited information is known about the learning and development requirements, consequently, this has an impact on children's care and learning. There are no procedures in place to look at the setting's strengths and weaknesses in order to maintain continuous improvement. Children are warmly welcomed into the childminder's home and her practice is generally inclusive. Important information is gathered from parents and this, together with daily communication enables the childminder to understand and meet each child's personal 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:

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare, also applies to both parts of the Childcare Register) 12/06/2009
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare, also applies to both parts of the Childcare Register) 14/01/2009

- develop knowledge and understanding of the complaints procedure to ensure that each complaint is fully investigated (Safeguarding and promoting children's welfare, also applies to both parts of the Childcare Register). 12/02/2009
- devise and implement effective strategies to look at the setting's strengths and weakness's in order to maintain continuous improvement (Organisation) 12/02/2009
- increase knowledge and understanding of the learning and development and welfare requirements within the Early Years Foundation Stage (Early learning goals) 12/02/2009
- make systematic observations and assessments of each child's achievements, interests and learning styles and use to plan their next steps in their learning (Assessment arrangements). 20/01/2009

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

The childminder's knowledge of the learning and development and welfare requirements within the EYFS are insecure. As a result, children's learning is restricted and their welfare needs are not fully met. She has a suitable knowledge and understanding of Local Safeguarding Children's Board procedures and is clear of her role in protecting children from harm. Documentation is disorganised and not regularly updated which means that some required information is missing. There is no system in place to record complaints and her knowledge of the procedure to follow is limited. As a result, concerns may not be dealt with appropriately.

Inclusive practice is generally promoted and the childminder demonstrates an understanding of the benefits of working in partnership with parents to meet children's individual requirements. The childminder is very pleasant and welcomes children and parents into her home. Children are helped to settle through support and a gradual introduction period which is agreed with their parents. She works well with parents and carers to ensure children's personal needs and routines are known. Verbal feedback ensure parents are sufficiently informed of their child's day.

The childminder is not reflective in her practice. Although she has made a good effort to understand and complete a self-evaluation of her practice, no strengths and weaknesses within the provision have been identified, therefore there is limited capacity for continuous improvement.

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

Children are happy in their environment and access a good range of toys and activities appropriate to their age. They move freely between the rooms and the childminder joins in with the children's spontaneous play offering support and

ideas. Because the childminder is unclear of the learning and development requirements of the EYFS, she has not yet devised planning to incorporate children's interests and the six areas of learning and there are ineffective arrangements in place for observing and assessing children's achievements. As a result, their next steps in learning are not identified.

The childminder encourages children's social skills through positive interaction, for example, at meal times she sits with the children and chats about their pre-school session, asking them questions about what they have done. They have their own place mats with their photograph and name, which they are able to identify. Older children particularly enjoy playing board games and welcome the childminder's support in helping them to understand the rules. Each child is valued and she consistently praises their efforts, which enhances children's self-esteem and confidence. They play together happily and are beginning to learn about sharing and taking turns because the childminder offers gentle encouragement that promotes positive behaviour.

Daily visual checks take place which generally ensure that areas and equipment are safe for children to use. Safety is reinforced within the home and when out and about. Children learn that they must not run in the house because they could slip. They are taught how to cross the road safely and not to talk to strangers. Children are securely fastened into car seats before being transported in the car and know that they must not be undone whilst they are travelling. They are learning about the importance of being active through physical play. For example, they walk to school and play on climbing equipment in the garden which helps to develop their balance and co-ordination. Children have fun when they take part in games such as 'musical bumps and statues' .

Accident and medication records are adequately maintained, however, the childminder cannot ensure that she can respond appropriately if a child has a serious accident as she has not maintained her first aid certificate. Children do not have written consent from their parents for obtaining emergency treatment or advice, which impacts on their safety. Satisfactory hygiene procedures are in place to prevent the spread of infection. Children demonstrate an appropriate awareness of personal hygiene and know that washing hands after toileting helps to stop germs. They enjoy a good range of healthy snacks such as various wraps and sandwiches which more able children help to prepare. The childminder gathers information about children's dietary needs to ensure that they can eat safely.

## 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?	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>	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?	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 (Safeguarding) 12/06/2009

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 (Safeguarding) 12/06/2009

## **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 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.