

## Inspection report for early years provision

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<b>Unique reference number</b>	223835
<b>Inspection date</b>	11/03/2009
<b>Inspector</b>	Deborah Ball
<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 adult child aged 18 years in the village of Clee Hill, Shropshire. The ground floor of the property and a first floor bedroom are used for childminding. The childminder has procedures to support children with learning difficulties and/or disabilities, and those who speak English as an additional language. There is a fully enclosed garden available for outside play. Children are taken on local outings and country walks. The family have four rabbits, two guinea pigs, two dogs and a cat.

The childminder is registered to care for six children at any one time and there are currently three children on roll within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Although the childminder provides a homely environment for all children in her care she has a limited understanding of the Early Years Foundation Stage. Consequently, she has failed to meet a number of requirements, compromising children's welfare, learning and development needs and results in them not being adequately supported to make progress towards the early learning goals. Whilst parents report that they are happy with the care their children receive, the childminder has not effectively evaluated the provision offered and therefore has failed to identify weaknesses in her practice.

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:

- include in the safeguarding children policy and procedure the procedure to be followed in the event of an allegation being made against the childminder (Safeguarding and promoting children's welfare) 08/04/2009
- ensure that information about who has legal contact with the child; and who has parental responsibility for the child is obtained (Safeguarding and promoting children's welfare) 08/04/2009
- implement a written procedure for dealing with concerns and complaints from parents and keep a 08/04/2009

written record of complaints and their outcomes (Safeguarding and welfare) (also applies to compulsory part of the Childcare Register)

- conduct a thorough risk assessment to identify and minimise hazards to children on the premises and for any outings undertaken, including the transportation of children in a vehicle (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register)

08/04/2009

- improve knowledge of how to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation).

08/04/2009

To improve the early years provision the registered person should:

- improve knowledge and understanding of safeguarding children issues and be able to implement the Safeguarding Children policy and procedure appropriately
- improve the information available to parents with regards to the policies and procedures of the setting.

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

The childminder has addressed the recommendations made at the last inspection and as a result children are safeguarded more effectively. However, the childminder has insufficient knowledge of the requirements of the EYFS and consequently has failed to meet a number of statutory requirements. Whilst children have their basic needs met, weaknesses within the childminder's practice have not been identified as the childminder has not effectively evaluated or monitored her practices, in order to assess and improve the outcomes for children. The failure to identify and address the breaches of specific legal requirements for both learning and development and for welfare significantly affects the quality of care children and parents receive.

Informal relationships are established with parents and carers through daily discussions about children's welfare, play and general routines. However, there are minimal written procedures and policies for parents and therefore they may be unclear of the expectations of the childminder with regards to their children's daily care and well-being. Whilst the childminder obtains basic information from parents about their children's individual needs, there are no systems in place to share information about the EYFS or involve them in their child's learning and development. There are no arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices. The childminder is unaware of the requirement to work closely with the other settings attended by the children thus hindering the promotion of children's welfare and learning and development within the EYFS. There are no systems in place to assess and record children's achievements or plan for the next steps in their development. There is no

complaints procedure readily available for parents and no record is in place to log any complaints made by parents or the action taken to address any concerns. The childminder ensures that children are supervised at all times and that her home remains secure. However, risk assessments have not been effectively implemented to identify and minimise hazards to children on the premises and for any outings undertaken, including the transportation of children in a vehicle. The childminder has a limited understanding of child protection issues. Consequently, children may not be sufficiently safeguarded at all times. In addition, the childminder does not have a procedure to follow in the event of an allegation being made against her and this is a statutory requirement. Documentation is appropriately organised and most required information is obtained from parents. However, information regarding who has legal contact and parental responsibility for the children has not been obtained to ensure that children's welfare is safeguarded at all times.

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

Children are able to enjoy healthy, balanced and nutritious snacks throughout the day. In addition, the children enjoy packed lunches provided by parents within a social context at lunchtime. In addition, drinks of milk, juice or water, depending on the children's preferences, are made available throughout the day on a regular basis, or children can ask for a drink when they want one. Records and documentation are in place to ensure children's health needs are met. They have frequent opportunities to play outside in the fresh air and develop their physical skills using age-appropriate equipment.

The childminder organises her home so that children are cared for in a homely and relaxed environment where they can access favourite activities within a free play routine. A sufficient range of toys and resources are available at low level and children are able to ask for other activities from the stock of toys stored on the first floor. Children enjoy opportunities for imaginary play, messy play, craft activities and construction sets. The childminder 'snuggles in' younger children, sings nursery rhymes and encourages them to clap their hands.

Children are encouraged to make choices about what they want to do and develop their independence skills because the environment and routine supports opportunities for child-initiated play. However, the systems for providing planned activities using individual assessments have not yet been developed and this means that children's development is not sufficiently tracked to fully ensure sound progress in all areas of development. The childminder admits that this is an area where she needs to increase her knowledge and understanding. The childminder spends a lot of time talking to the children, shows them respect and aims to sensitively engage in their play. She acknowledges their achievements and efforts through praise and encourages good behaviour.

The outdoor play environment enables children to explore and investigate their surroundings under supervision and guidance. Children are given opportunities to visit the park, engage in free play and visit local community facilities, such as the toddler group and the pre-school. The childminder is increasing her range of resources and activities available to promote equality of opportunity and promote

children's awareness of the diverse world around them. In addition, the developing partnership with parents ensures that children's individual needs and routines are accommodated appropriately within the homely, relaxed and calm childminding space.

## 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?	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 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 (Procedures for dealing with complaints)  | 08/04/2009 |
| • keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) | 08/04/2009 |
| • take action as specified in the early years section of the report (Suitability and safety of premises and equipment).   | 08/04/2009 |



## **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 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.