

Inspection report for early years provision

Unique reference number	115533
Inspection date	28/04/2009
Inspector	Jane Wakelen

Type of setting	Childminder
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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 1996. She lives with her husband and mother-in-law, in a four bedroom extended house in Barnehurst, Bexleyheath, Kent. The downstairs of the childminder's home and the bathroom upstairs are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and nurseries on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder has made improvements to her documentation, paperwork and has gained a first aid certificate since the last inspection, which ensures children are protected in the event of an accident and are able to play in a safe environment. The childminder is able to recognise the weaknesses within her provision and identified areas she needs to improve. Each child is recognised as an individual and younger children follow their own routine for sleep times, but children are unable to make satisfactory progress in their learning and development because the childminder has limited knowledge of the learning and development requirements of the Early Years Foundation Stage (EYFS).

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:

- comply with the requirements for adult:child ratios at all times (Organisation) 28/04/2009
- develop your knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage (Learning and Development) 28/05/2009
- use systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child, both indoors and outdoors (Learning and Development) 28/05/2009

To improve the early years provision the registered person should:

- organise space and resources to ensure all children can benefit from a wide range of play opportunities at all times

The leadership and management of the early years provision

The childminder has a satisfactory understanding of the welfare requirements of the Early Years Foundation Stage. She has made satisfactory progress since the last inspection to ensure all the necessary documentation is in place which contains all the relevant information and parental signatures where necessary, thus supporting children's well-being. The childminder treats each child as an individual and has a good understanding of their home circumstances which ensures children's welfare is promoted. She aims to ensure all children are included within her setting regardless of their age, gender or culture. However, the childminder on occasions exceeds her registered numbers, thus not meeting the conditions of her registration.

The childminder carries out risk assessments regularly around her home and on outings to ensure children are protected against strangers and able to play in a safe environment. She has a satisfactory understanding about safeguarding children and has a written policy in place which is shared with the parents. The childminder has the government booklet 'what to do if you are worried a child is being abused' and has the necessary contact information for outside agencies if she has any concerns about children in her care.

The childminder is aware of the strengths and weaknesses in her provision although this is not in writing. She has identified areas to improve and has booked training to support these areas, thus helping to promote better outcomes for children. Children feel confident in the childminder's home, but some children are not given activities that provide stimulation or a challenge to support their learning in all six areas of their development. As a result, children's behaviour is sometimes challenging. The childminder has a weak understanding about the learning and development requirements for the EYFS. She has not carried out observations or assessments of children's learning and this results in children not making satisfactory progress in their development.

The quality and standards of the early years provision

Children are unable to make satisfactory progress in their development as they do not have access to toys or equipment that is age appropriate, to support their learning and extend their skills. Children access some toys from boxes or storage containers on the floor and are able to request some alternatives from the large cupboard. However, most of the resources are not suitable for the age of children attending and do not provide any challenge or compliment children's interests. For example, children do not have access to sufficient mark-making materials and become dissatisfied with the few pens available. There are limited resources to

build or construct or for children to use their imagination in role play as many resources are incomplete, such as the tea set. The lack of resources and organised activities results in some children becoming frustrated and constantly demanding the childminder's attention.

Children have room to move around freely, although space is not used effectively to provide variety and a choice of activities. The outside area is not used as an extension of indoors preventing children having additional play space to meet their different needs. The childminder offers a caring environment and shows support and understanding to children's individual circumstances. Children are given praise and encouragement to play with their peers, learning to take turns such as playing with the electronic toys and sharing the sticker books and note pad. They have a good relationship with the childminder who ensures their personal needs are met, such as snacks, meals and sleep times. Children are given choices for snacks and are reminded about healthy options, such as fresh fruit to eat and water to drink. Children have access to their drinks at all times and are reminded about the importance of maintaining their fluids to promote a healthy lifestyle. This is supported by the daily walks to and from the nurseries and schools, allowing children to benefit from the fresh air and exercise. Children have opportunities to visit the woods or park on occasions to support their physical development.

Children play in a safe, secure environment where they are reminded about keeping themselves safe, such as not standing on the computer chair. They are accompanied on the stairs and are restricted from entering the kitchen, keeping children away from hazards. The childminder has a satisfactory understanding about safeguarding and talks to the children about 'stranger danger'. Children are encouraged to accept each other and to celebrate their differences by learning about different cultures, food and clothing. They learn to share toys and to show compassion if one of them gets hurt. Children's behaviour is acceptable when they are given activities that interest them and are supported in their understanding about being kind to each other.

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?	3
The capacity of the provision to maintain continuous improvement.	4

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?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
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?	3
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: Met

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