

Inspection report for early years provision

Unique reference number	259789
Inspection date	08/07/2009
Inspector	Andrea Ewer
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 has been registered since 1995 and is on the Early Years Register to care for a maximum of five children up to the age of eight years, of whom three may be in the early years age range. She is also on the compulsory part of the Childcare Register. She is currently caring for four children, two of whom are in the early years age range and who attend for various hours and days.

The childminder lives with her husband and three children aged 19, 16 and 12 years in a house in Dunstable, Bedfordshire. Care is provided on the ground floor which includes the living room, dining room, kitchen and downstairs cloakroom. Children share access to the garden for outdoor play. The family have three guinea pigs.

The childminder regularly attends local toddler groups. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder has limited understanding of the learning and development requirements which restricts her ability to plan suitable activities that challenge children to achieve their potential. She does, however, provide a homely environment where children feel secure and their welfare needs are generally well met. Overall the childminder works effectively in partnership with parents to ensure children's needs are met and to promote a consistent approach to their care. Records required for the safe and efficient management of her service are generally well maintained and some systems are in place to evaluate the provision. Although she carries out visual risk assessments daily, she does not yet record them in line with Early Years Foundation Stage 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:

- improve knowledge and understanding of the requirements of the Early Years Foundation Stage to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 28/08/2009
- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and 28/08/2009

any action taken following a review or incident.
(Documentation)

To improve the early years provision the registered person should:

- improve the risk assessment to cover anything with which a child may come into contact with, in particular the glass in the garden shed and children's use of the trampoline
- develop observational assessment in order to establish where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- improve the use of self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

The childminder has not familiarised herself with the requirements of the Early Years Foundation Stage (EYFS). Consequently, she does not have sufficient understanding of the welfare, learning and development requirements to support children to achieve as much as they can in relation to their starting points and capabilities. Generally, effective partnerships with parents ensures a consistent approach to children's care. Information about children is shared regularly which keeps them both informed, however, information about the EYFS is not shared with parents to help them support their children's learning and development at home. The childminder understands the importance of liaising with others delivering the EYFS to children in her care.

Overall children are well safeguarded. The childminder has a sound understanding of the signs and symptoms of child abuse, her role in protecting them from harm and has a written statement and documentation that supports her to carry out procedures in line with local guidance. Safety measures are generally effective. The childminder carries out visual safety checks daily and takes appropriate action to minimise potential hazards and therefore reduce the risk of accidents. For example, smoke alarms are fitted on both floors of the house and the home is secure which prevents unknown visitors gaining unsupervised access. She has not recorded the risk assessment, glass in the garden shed is unsafe and insufficient attention is given to children's safety during use of the trampoline which does not fully promote their safety.

Records, policies and procedures required for the safe and efficient management of the childminding service are in place and generally inclusive for all who attend, however, the childminder does not understand the purpose of or content of them to ensure children's welfare, learning and development needs are fully met. Although she is starting to evaluate her provision, the childminder fails to identify significant issues, such as, her limited understanding of the requirements of the EYFS and the impact of this on outcomes for children. She does, however, continue to attend some training to develop her professional skills and knowledge.

Since the last inspection she has attended training workshops in Drug Awareness, Nutrition Policy, First Aid and she has obtained a Healthy Eating award.

The quality and standards of the early years provision

Children are cared for in a homely environment where overall space is used effectively and allows them to move around comfortably between the living and dining rooms. They confidently choose what to play with from the suitable range of toys and activities that meets their play and development needs well. Furniture, equipment and resources are clean, suitable for their purpose and organised to promote children's independence. They readily access resources and activities that meets their play and development needs well and the childminder rotates toys to maintain children's interest.

Overall the childminder provides a suitable range of stimulating activities that takes account of children's interests, builds on what they know and can do and contributes to their economic well-being. Children enjoy regular visits to the local parks where they enjoy fresh air and exercise and develop their physical skills. They learn about change during simple cooking activities and older children gain an understanding of how things work as they use the computer to view suitable websites under close supervision. Children learn colours as the childminder names the colour of the bricks as they dismantle their model. They freely access mark making materials where they start to give meaning to marks and express themselves creatively during craft activities. Although she observes children informally the childminder does not use observation and assessment to establish where each child is in their learning. Some activities are planned informally to help children make progress, however, the childminder does not use the development matters as set out in the EYFS guidance and occasionally activities are too advanced.

Children behave well because they know what is expected of them. They respond well to the effective strategies used to manage their behaviour and understand the clear boundaries, such as, how far they are permitted to walk in front of the childminder during outings. Children enjoy consistent interaction with the childminder who uses frequent praise and encouragement which boosts their self-esteem and helps them to feel valued. The childminder holds a current first aid qualification, has a well-stocked first aid kit and maintains records that support her to promote children's good health, such as, medicine and accident records. Children develop simple good hygiene practises as part of daily routines where they wash their hands at appropriate times and start to understand the benefits of eating healthily.

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?	4
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?	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

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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:

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 compulsory childcare register section of the report (Suitability and Safety of Premises and Equipment) 28/08/2009

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 compulsory childcare register section of the report (Suitability and Safety of Premises and Equipment) 28/08/2009