

Inspection report for early years provision

Unique reference number	102543
Inspection date	01/06/2009
Inspector	Linda Janet Chauveau
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1998. She lives with her daughter, aged 15 years, in a terraced house in the town of Wadebridge, in Cornwall. She lives close to shops, parks and schools. The childminder's home is not suitable for children who use wheel chairs due to the stepped access to the front and back of the property. Only the ground floor of the childminder's home is used for childminding. The rear garden is available for outside play. She has two pet cats.

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 one child in this age group. 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.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The childminder provides activities and routines which meet the general care needs of children. Regular discussions with parents help to meet their children's individual requirements. The childminder has not implemented all regulatory aspects of the welfare requirements of the Early Years Foundation Stage (EYFS) which impacts on her ability to safeguard children. The childminder has not begun to reflect on her strengths and weaknesses and is therefore unable to demonstrate how she will improve 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:

- implement a procedure to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect and update knowledge and understanding of safeguarding children issues (Safeguarding and promoting children's welfare) 01/07/2009
- attend an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) 01/07/2009
- put in place a record of risk assessment for the home environment and each type of outing undertaken (Suitable premises, environment and equipment) 01/07/2009

To improve the early years provision the registered person should:

- develop knowledge of the Early Years Foundation Stage (EYFS) framework learning and development and welfare requirements
- develop systems 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 warm and established relationships with children and their families. Daily informal feedback takes place to share information with parents. Parents provide the required initial information about their children, for example, addresses, emergency contact and medical details and the childminder is conscientious in obtaining the required regulatory consents.

The childminder's home is clean and tidy and children are able to independently choose from a good range of age appropriate toys and activities. Children are kept safe in the home and on outings as the childminder assesses risks in these areas thoroughly and uses appropriate safety equipment. However although the childminder describes safe procedures and there are no evident hazards in the home, there is no record of risk assessments having been carried out. Children learn to keep themselves safe when out and about, for example, the childminder teaches them to cross the road safely when going on walks or to collect children from the nearby school.

The childminder has a satisfactory understanding of the procedures to follow if the event of an accident or if a child falls ill in her care. However, children are not well protected in these circumstances as the childminder's qualification in first aid is out of date. The childminder does have an understanding of signs and symptoms of child abuse, but does not have a child protection policy to show how she would record and report concerns. As a result, children are at risk from not being adequately protected from abuse. Children eat healthy snacks such as fresh fruit and enjoy time spent in the fresh air on a regular basis. The childminder is experienced in supporting children with learning difficulties and disabilities. The childminder has not thought about how she could identify her strengths and weaknesses and areas for improvement; she has no current plans to further develop her practice, thereby restricting her capacity for self improvement.

The quality and standards of the early years provision

Children are settled with the childminder and familiar with her routines. The childminder is attentive to their general care needs. She ensures that children are comfortable and content and she provides children with access to a good range of resources to promote independent play. The childminder supports children by encouraging learning through play. Children are absorbed in their play and have eager dispositions. The childminder thinks about setting out activities for children according to their individual learning preferences. For older children, attending out of school hours, she usually offers a construction and craft activity and plenty of time to play outdoors. The secure rear garden is used effectively to promote

children's learning, with opportunities for physical challenge on the trampoline and swing hopper and access to sand and water play. Children enjoy fresh air and exercise through walks to the local park and regular school drop off and collection.

Indoors, children are able to confidently select from a variety of books, construction and role play activities which are easily accessible. Children enjoy setting up train tracks and stopping and starting the engines around the track. A variety of small world play figures helps to teach children about other cultures and people with disabilities. Numerous books are available to encourage children's enjoyment of the written word. The childminder ensures that she supports children who receive the EYFS elsewhere, for example encouraging attempts at name writing and number recognition to complement the learning taking place at school. Although children are free to choose many activities for themselves the childminder also regularly plans a supervised craft activity, using her wide range of resources. For example, making collage ladybirds, cutting and sticking with paper, glitter and glue. Children are polite and well behaved and share their toys good naturedly. They respond to the childminder's calm manner. Their ability to behave appropriately equips them with skills for the future.

Since the last inspection the regulatory EYFS framework has been implemented, which the childminder has only basic knowledge and awareness of; this is an area for improvement. However, the activities she provides are designed to cover all areas of learning and although there are no written systems in place the childminder shows an adequate understanding of being able to assess individual children's capabilities and provide relevant activities to ensure that some progress is made. Therefore, children make adequate progress and the childminder is able to understand the targets for their individual next steps.

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?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	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

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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