

Inspection report for early years provision

Unique reference number	313605
Inspection date	08/06/2009
Inspector	Julie Morrison

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 1998. She lives with her two adult children in Coxhoe. The whole of the ground floor and first floor bathroom and toilet are used for childminding. There is a rear yard and garden for outdoor play. The childminder is registered to care for a maximum of six children aged 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 five children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years and both the compulsory and voluntary part of the Childcare Register. The childminder cares for children on week days from 08.00 to 17.30 for 48 weeks of the year. She holds a current paediatric first aid certificate.

Overall effectiveness of the early years provision

Overall the quality of provision is inadequate. The childminder does not have effective procedures in place to monitor and evaluate her provision. As a result, she has not kept fully up-to-date with all of the requirements of the Early Years Foundation Stage (EYFS) and has breached some of the legal requirements. She provides a suitably welcoming environment for all children and has adequate procedures in place to gather sufficient information about children's individual needs. This is combined with a suitable range of activities to satisfactorily promote children's development across most areas of learning.

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:

- ensure that there is a daily record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 24/06/2009
- undertake risk assessments for all areas which the child may come into contact with (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 24/06/2009
- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children. (Organisation) 22/07/2009

To improve the early years provision the registered person should:

- further develop understanding of the learning and development requirements of the Early Years Foundation stage in order to effectively observe, analyse and use the information found out about the children to plan for the next

- steps in their learning
- provide resources and activities to help children to begin to know about other people's cultures and beliefs
- promote effective continuity and progression of children's development by sharing relevant information with other provisions and parents.

The leadership and management of the early years provision

The childminder has successfully addressed both of the recommendations raised at the previous inspection. As a result, her records are now adequately maintained to promote confidentiality and she has written consent in place from parents to seek emergency medical treatment. This helps to promote children's safety. However, the childminder has no procedures for self-evaluation and does not readily identify areas within her practice that require development. This does not promote outcomes for children. The childminder has an appropriate range of safety equipment in place and maintains close supervision of the children. This is supported by a record of risk assessments for most areas of the home. However, these do not include the yard, garden or outings. This does not effectively safeguard children and is a breach of the specific legal requirements. The childminder does not keep a clear record of children's attendance. This does not meet the requirements. She has an adequate understanding of signs and symptoms of abuse and is aware of procedures to follow should she have any concerns about a child.

Parents are provided with verbal information about how the childminder works and the service she provides. Children are invited for settling in sessions, to gradually introduce parents and the children to the childminder and her home. These are combined with adequate procedures to gather sufficient relevant information about the children's individual needs, such as diet and medical history. Parents are kept up-to-date about their child's care through daily verbal feedback and the childminder passes information from nursery to parents. However, she has not further developed her procedures to share information with parents and other settings about children's individual learning. This does not ensure continuity of children's progression towards the early learning goals.

The quality and standards of the early years provision

Space at the childminder's home is suitably arranged so that children can move around freely and choose from an appropriate range of toys and resources. This helps to develop children's independence and decision-making skills. Photographs and examples of the children's work are displayed on the walls to promote children's sense of belonging. The childminder interacts appropriately with the children, sitting with them on the floor and taking an interest in their imaginative play. Children have access to a suitable range of activities to promote their problem-solving abilities, for example, they build hotels out of blocks and play with jigsaws and matching games. The childminder uses everyday activities to further promote children's learning, for example, encouraging the children to count how

many tomatoes they have for lunch. A variety of planned activities, such as play dough, painting and colouring, helps to promote children's creative development. They have some opportunities to learn about their local community as they go for walks to the shops and to toddler groups, however, opportunities to learn about diversity and different cultures are limited.

The childminder has a basic understanding of the learning and development requirements of the EYFS. She has basic flexible plans in place which provide children with a suitable balance of indoor and outdoor activities covering most areas of learning, however, these are not based on children's individual needs. The childminder has some understanding of the children's individual development and is making general observations about their activities. However, these are not linked to the areas of learning or used to effectively to plan for children's next steps.

The childminder adequately promotes children's health, for example, they go for regular walks to the park where they play with balls and on slides and visit soft play areas. She helps to raise children's awareness of adopting suitable hygiene practices by ensuring that they wash hands before meals and after using the toilet. Children enjoy a suitable range of balanced meals, including fresh fruit and regular drinks. Discussions through play and at meal times help children to begin to learn the importance of keeping safe, for example, the childminder asks children why she needs to be careful with sharp knives and points out the importance of keeping doors locked in the home. The childminder demonstrates an adequate understanding of acceptable behaviour management techniques. She encourages children to be kind to each other and promotes good manners, for example, when asked if they would like some lettuce, they reply, 'no thank-you but thank-you for asking'. As a result, children are well behaved and considerate in her home.

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?	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:

- 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 (CR2.1) (also applies to the voluntary part of the Childcare Register) 24/06/2009
- develop a written statement of procedures to be followed in relation to complaints (CR7.1) (also applies to the voluntary part of the Childcare Register) 24/06/2009
- take action as specified on the early years section of the report (CR8) 24/06/2009
- take action as specified in the early years section of the report. (CR5.4) 24/06/2009

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 above (CR2.1) 24/06/2009
- take action as specified above (CR7.1) 24/06/2009
- take action as specified on the early years section of the report (CR8) 24/06/2009
- take action as specified in the early years section of the report. (CR5.4) 24/06/2009