

Inspection report for early years provision

Unique reference number	304671
Inspection date	08/06/2009
Inspector	Sylvia Cornock

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 partner and five children aged two years, 11 years and three who are grown-up, in Wistaston, Crewe, Cheshire. The whole of the ground floor and one upstairs bedroom are used for childminding purposes. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children at any one time and she is currently minding 10 children, of whom two are cared for full time and one child before and after school in the early years. She also cares for seven older school aged children, all on a part time basis. The family has a cat.

She takes children to and meets them from the local schools and has support from the local authority worker.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder provides adequately for children's welfare needs day-to-day. She gains some information on the children from parents and exchanges verbal information about their child's day. The childminder has limited understanding of the Early Years Foundation Stage (EYFS) and has not implemented many aspects in practice. She has some policies and procedures, however, some do not contain correct information and are not shared appropriately with parents. The childminder has addressed the two recommendations from the last inspection and she is aware of the areas which need improvement.

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:

- take necessary steps to safeguard and promote the welfare of children by making available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) 29/06/2009
- take necessary steps to safeguard and promote the welfare of children through an effective safeguarding children policy and procedure that includes the procedure to follow in the event of an allegation being 29/06/2009

made for child protection (Safeguarding and promoting children's welfare)

- ensure the safety of children by implementing a system which clearly defines the procedure for the emergency evacuation of the premises (Suitable premises) 29/06/2009
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation). 29/06/2009

To improve the early years provision the registered person should:

- review hygiene procedures in relation to nappy changing including the sanitising of the mat after use and hand washing procedures
- review the procedure for feeding of babies and toddlers and ensure that appropriate equipment and furniture are used for their safety and comfort
- develop systems for identifying strengths and areas for improvement to raise the quality of care and education
- further develop a system for assessing and evaluating children's progress to plan for their next steps of learning and development.

The leadership and management of the early years provision

The childminder organises the play environment satisfactorily using various parts of the house for different ages. This ensures that the babies and very young children do not have access to inappropriate toys for their age. Children are kept safe day-to-day through risk assessments for the home and outings. However, the childminder has not implemented a procedure for the emergency evacuation of the premises or practised regular evacuation drills. She has introduced some policies and procedures; however, they are not effective for many aspects of the welfare requirements, such as complaints, child protection, emergencies and lost or uncollected children, as they do not reflect her own provision and contact details for safeguarding procedures to include local details and information. As a result, the childminder is not well prepared to cope with unforeseen situations and parents do not know what she would actually do in these circumstances. This means that requirements of registration are breached.

The childminder offers an inclusive environment where children are treated with equal concern and are able to freely choose an activity. The childminder has attended some training for the EYFS, although some areas still need to be further developed, such as observations and assessment of children's progress to ensure that the next steps in their learning are promoted. The organisation of the day does not take into consideration children's individual needs as the childminder undertakes other commitments not related to childminding.

Partnerships with parents and carers are through verbal daily exchanges of information. However, the childminder does not gain detailed information about

what a child can do when they start with her, this prevents her from making clear plans from the outset for the child to progress. She has not completed any form of self-evaluation to assess the quality of her childminding and as a result she has not identified or addressed weaknesses in the provision.

The quality and standards of the early years provision

Children experience a homely atmosphere where the childminder provides care and opportunities for children to play with the adequate range of toys and equipment available. The childminder introduces a variety of toys suitable for the age and stage of children's understanding and development and supports opportunities for them to independently initiate their own play. For example, toddlers choose a soft ball and confidently throw it, showing delight as the adult throws it back to them. They choose some construction tubs and attempt to build with them, this helps them with problem solving as they choose the different sizes.

The childminder uses her input to help children to make progress in communication, language and literacy and numeracy. The childminder engages in conversation with them about their play encouraging language development and she counts the cars with the children as they go on their daily walks. Children enjoy playing in the outdoors as they use the various toys and apparatus to climb and balance, extending their physical skills. However, art and craft and messy play activities which promote their small physical skills are not available for the very young. Resources and activities to promote children's understanding of diversity and disability are limited, although they are taken out into the community for walks which enables them to view the environment around them.

The childminder has some information about the EYFS. She has very recently introduced some documentation to support children's development through observations, however, this is very limited, is not consistent and does not cover all six areas of learning based upon what she knows children need to learn next.

The childminder encourages good behaviour and gives praise for achievements. Children play well together although they are very young. The childminder offers healthy meals and fresh fruit for snacks which supports a healthy lifestyle. However, children do not experience sitting comfortably in appropriate chairs for snacks and meals. The childminder displays adequate arrangements for nappy changing. However, some aspects of hygiene are not in place. Children are kept safe when taken out in their buggies or the car as appropriate equipment is used.

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?	3
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?	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?	2
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:

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:

- ensure a written complaints policy and procedure is implemented and is made available for parents (CR7) 29/06/2009
- ensure parents see a copy of the safeguarding children policy and procedure for child protection (CR2). 29/06/2009

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 in the compulsory Childcare Register section of the report (CR7) 29/06/2009
- take action as specified in the compulsory Childcare Register section of the report (CR2). 29/06/2009