

Inspection report for early years provision

Unique reference number	311917
Inspection date	23/07/2009
Inspector	Judith Anne Kerr
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 was registered in 1995. She lives with her husband, adult daughter and 15 year old daughter in the Hollingworth area of Tameside close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. There is an enclosed garden for outdoor play. The family have a rabbit.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children on the Early Years Register. She also offers care to six other children over five years on differing part time placements. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and from local schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder has not developed a sound understanding of the learning and development or welfare requirements relating to the Early Years Foundation Stage (EYFS) framework. As a result, she is not aware of the key issues which are paramount to the EYFS and meeting children's individual needs. A number of requirements are not being met. Positive working relationships have been established with parents and others to ensure consistency of care and learning for all children. The childminder has started to monitor some aspects of her provision in order to identify areas for 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:

- carry out a full risk assessment for each type of outing which includes an assessment of required adult to child ratios (Safeguarding and promoting children's welfare) 22/08/2009
- obtain prior written permission for each and every medicine from parents before any medication is given to children (Safeguarding and promoting children's welfare) 23/07/2009
- make systematic observations and assessments of children's achievements, interests and learning styles and use these observations to identify learning 30/09/2009

priorities and plan relevant and motivating learning experiences for children. Match these observations to the expectations of the early learning goals (Organisation).

To improve the early years provision the registered person should:

- ensure that children's progression towards the early learning goals is shared with parents and that they in turn are encouraged to contribute at all stages.

The leadership and management of the early years provision

Self-assessment systems to monitor the quality of the provision are beginning to be implemented. These identify the improvements made since the last inspection and recognise the childminder's good relationships with parents and children. Although the childminder acknowledges planning and observation is an area for future improvement she has not identified other requirements raised at this inspection. She has attended some short courses since her last inspection in order to further improve her practice.

Risks assessments are in place to ensure that the safety of the premises is monitored. However, there are no risk assessments in place for the outings which are undertaken to ensure they are safe for children to attend. This is a requirement in regulations. The childminder has a current first aid certificate so she can administer the appropriate treatment in the event of an accident. She understands her role in safeguarding children and is aware of the procedures to follow should a concern arise.

Records of attendance, consents for outings and transport and information regarding health and dietary needs are in place for all children. However, the childminder does not request written permission for each and every medicine from parents before use. This is a requirement in regulations. A complaints procedure informs parents how to proceed should they have any concerns about the provision. Parents are given a verbal account of their child's day but there are no systems to gather information from them about their child's starting points or involve them in their child's ongoing learning and development. Links are maintained with other professionals in the local school to support children's overall progress through the EYFS.

The quality and standards of the early years provision

The childminder's understanding of the EYFS, early learning goals and assessment arrangements to help children make progress across all areas of learning and development is weak. Planning is not yet in place to ensure children receive a broad range of activities and experiences to promote their individual learning and development. Although the childminder observes the children and understands what each one can do, the activities provided have no clear learning intentions and there are no systems to track children's progress towards the early learning goals.

Children are happy and settled and enjoy a warm relationship with the childminder and her family. An extensive range of good quality resources are organised to enable children to make their own choices. Consequently, children develop confidence and self-esteem and can initiate their own play. They spread out on the floor and play with the garage and cars, puzzles, kitchen and play food. Resources, such as dolls, play figures and books and celebrations of festivals from different cultures help children to understand the wider world in which they live. Children's individual needs, likes and dislikes are understood.

Communication skills are well supported as the childminder talks to the children throughout their play. Children learn how to handle books and enjoy reading stories on a regular basis. Younger children are beginning count, recognise different shapes and discuss which vehicle is 'larger' or 'smaller'. The childminder counts one, two as the toddler plays with the cars and she describes the colours of each one. Children play in the garden and enjoy trips to the park which encourage a positive approach towards physical exercise. They manoeuvre the wheeled toys and enjoy the swings and especially the roundabout. Visits to the farm and country walks are popular with the children. They enjoy seeing the horses and collecting leaves and twigs while learning about the needs of other living things and the changing seasons.

Hand washing is incorporated into the daily routine and regular discussions about germs help children understand the underlying concepts of good hygiene practices. Children enjoy a range of healthy meals and snacks and have free access to drinks throughout the day. They learn about safety through discussion and everyday routines. For example, they discuss road safety, are made aware of the risks in talking to strangers and practise the emergency escape plan so they know what to do in the event of a fire.

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?	4
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?	4
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?	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?	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

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:

- keep and 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 (Arrangements for safeguarding children).

22/08/2009

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:

- keep and 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 (Arrangements for safeguarding children).

22/08/2009