

Inspection report for early years provision

Unique reference number	550092
Inspection date	03/08/2009
Inspector	Julie Morrison
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 2001. She lives with her husband and daughter aged 12 years in Chester-le-Street. The family also has a pet dog. The whole of the ground floor and the first floor bathroom are used for childminding. There is a rear garden for outdoor play. 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. The childminder cares for children on week days from 08.00 to 18.00 for 50 weeks of the year. She has completed a relevant training course and holds a current paediatric first aid certificate.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder does not have all of the required documentation in place to fully support children's welfare. She provides a warm and welcoming environment for all children and their families. Appropriate procedures are in place to gather most relevant information from parents in order to meet children's individual needs. The childminder has a basic understanding of the Early Years Foundation Stage (EYFS) and this is combined with a wide range of activities to ensure that children are making satisfactory progress in their learning and development. Adequate systems are in place to evaluate and monitor the provision, in order to promote outcomes for children.

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:

- request parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 10/08/2009
- ensure that public liability insurance is in place for the setting (Suitable premises) (also applies to both parts of the Childcare Register) 05/08/2009
- ensure that parents are provided with all the relevant information, including, procedures for lost and uncollected children and safeguarding children. (Safeguarding and Welfare) 17/08/2009

To improve the early years provision the registered person should:

- further develop understanding of the Early Years Foundation Stage in order to

implement systems for recording children's progress, including matching observations to the expectations of the early learning goals and identifying learning priorities

- promote effective continuity and progression by sharing relevant information about children's learning with other provisions and parents.

The leadership and management of the early years provision

All children are settled and happy in the childminder's care. She knows them well and this is combined with suitable information gathered from parents to enable her to respond to most of their individual needs. The childminder discusses with parents how she works, however she has not developed her procedures to ensure that all required information is effectively shared with parents, including procedures for lost and uncollected children and safeguarding children. This is a breach of the legal requirements. The childminder ensures that parents are kept up-to-date about their children's care through daily verbal feedback. She has developed positive relationships with other providers of the EYFS and has made some links with them to discuss children's individual development. However, procedures to fully share information about children's progression towards the early learning goals with parents and other providers have not been effectively established.

Some documentation required to promote the effective organisation of the setting is in place. For example, children's details, medication and accident records. However, the childminder has not developed her procedures to request consent from parents to obtain emergency medical treatment. This does not effectively safeguard children and is a breach of the legal requirements. The childminder ensures that children are kept safe at the setting as a clear record of risk assessments is in place and this is supported by daily checks. The childminder demonstrates a suitable understanding of the signs and symptoms of abuse, including procedures to follow should she have any concerns.

The childminder implements adequate procedures to monitor and evaluate her setting. She has completed the Ofsted self-evaluation form and works closely with other childminders to discuss practice. As a result, she has an acceptable understanding of her strengths and areas for improvement. Most of the recommendations from the previous inspection have been addressed to promote outcomes for children. For example, hand drying facilities have been improved and records are stored to promote confidentiality. However, she does not have public liability insurance in place as recommended at the previous inspection. This is a breach of the requirements.

The quality and standards of the early years provision

Space at the childminder's home is appropriately arranged so that children can move around freely and choose between indoor and outdoor play. The childminder ensures that children have access to a good range of resources which are rotated

regularly to promote children's interest. She has a basic understanding of the learning and development requirements of the EYFS. This is combined with flexible plans which appropriately cover all areas of learning and are based upon children's interests. The childminder has some understanding of the children's individual learning, for example, she promotes their understanding of rhyming words following discussion with their teachers. She knows the children well, recognising that when they come home from school they are often tired and need time to relax. The childminder is beginning to develop scrap books with the children, which include photographs and information about activities they have taken part in. However, these are in their infancy and she does not have any procedures in place to observe, assess and identify next steps in learning.

The childminder interacts well with the children, for example, she sits on the floor and supports them as they measure and count as they make play dough. She plans a variety of activities to promote children's creative development. For example, they paint, make models out of junk materials and enjoy dressing up. Activities, such as going for walks to find leaves and acorns to paint and growing vegetables and flowers, promotes children's understanding of the natural world. The children play well together and are supported in beginning to learn right from wrong as the childminder implements age appropriate behaviour management techniques. Older children show care and concern for the younger children as they ensure that they are involved in activities and provide support for them. For example, offering to carry beakers of water for them. The children communicate well, they confidently chat about what they enjoy doing and have developed positive relationships with the childminder.

Children are beginning to understand and adopt healthy hygiene habits as the childminder reminds them to wash their hands after using the toilet and before meals. They have regular opportunities to be active, going for daily walks with the dog, swimming and to the park. Children practise regular fire drills and confidently talk about how they must hold hands when walking near the road and, 'wait for the green man'. This helps them to learn about how to keep themselves safe.

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.	3

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?	3

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

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:

- take action as specified in the early years section of the report (CR14.1) 05/08/2009
- 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) 17/08/2009
- 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) 17/08/2009

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 early years section of the report (CR14.1) 05/08/2009
- take action as specified above (CR7.1, CR2.1) 17/08/2009