

Inspection report for early years provision

Unique reference number	401848
Inspection date	09/12/2009
Inspector	Lisa Toole
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2000 and lives in Lewes, East Sussex. She works with another childminder at her home. A separate purpose-built extension to the house is used for childminding. This includes two play rooms, a bathroom and kitchen. There is a patio area for outside 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 three children 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 overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder does not meet the individual needs of each child because she lacks sufficient knowledge and understanding of the Early Years Foundation Stage (EYFS). This is particularly in relation to the learning and development needs of the children because it limits how they are able to make progress towards the early learning goals. The childminder has made limited progress since her last inspection because she does not identify priorities for improvement to improve her provision for every child. Children are happy and secure in the care of the childminder. Satisfactory steps are taken to promote outcomes for children in some areas, as part of their overall welfare.

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:

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| • increase knowledge and understanding of both the welfare and the learning and development requirements of the Early Years Foundation Stage (Organisation) | 09/02/2010 |
| • seek written authorisation for future emergency medical advice or treatment (Safeguarding and promoting children's welfare) | 18/12/2009 |
| • ensure that all documentation is retained in line with current guidelines (Documentation) | 31/12/2009 |
| • use systematic observations and assessments of children's achievements, interests and next steps to plan relevant and motivating play experiences for each | 09/02/2010 |

child (Learning and development)

The effectiveness of leadership and management of the early years provision

Children are able to feel safe and secure in the childminder's care because she has systems in place to protect their welfare; she has a satisfactory understanding of her safeguarding responsibilities, such as being aware of the possible signs and symptoms of child abuse and ensuring risk assessments are carried out on her provision. The childminder has also introduced written policies and procedures into her practice, to help promote the welfare of each child. Children are protected from any persons who have not been vetted and ensures every child is supervised at all times. The childminder maintains a current paediatric first aid certificate and first aid box but does not have written consent to seek emergency medical treatment and does not retain the completed accident and medication records. Both these issues have an impact on the children's well-being in the event of an accident or illness. All other mandatory documentation for the safe and efficient management of her minding practice is in place and maintained appropriately.

The childminder has made limited progress and improvement since her last inspection. There continues to be weaknesses around how she supports children's learning and development needs and some of her understanding of the EYFS in general. She has not completed any self-evaluation to monitor and review her practice or identified key priorities for improvement to increase opportunities and achievements for children. She has, however, attended a course relating to the EYFS and has implemented documentation such as the risk assessments. She has begun to observe and monitor the children's progress across the areas of learning, but not sufficiently well enough to be used effectively in her planning for the children's next steps for learning.

There is an appropriate range of resources and play equipment to support the children's interests and needs, a lot of which is organised to promote free choice for the children. The play rooms are well laid out and this means that children can move around safely and freely. Displays of children's art work enhance the physical environment and show children that their efforts are valued.

There are moderately successful partnerships in place, such as with parents and other settings that children may attend. The childminder provides a regular exchange of information with parents, both in written and verbal feedback about their children's day with her. This helps them be a little involved in their children's learning and helps them keep up-to-date with any main events taking place.

The quality and standards of the early years provision and outcomes for children

The childminder has a basic timetable for the day in place to help support the children's care, play and learning needs. Children are settled and familiar with the environment in which they are cared for. They have formed positive relationships

with the childminder and her co-childminder, which helps support their emotional well-being. The quality of teaching and learning is, on the whole, too weak; this limits how well children are able to progress towards the early learning goals of the EYFS, considering their starting points. This is due to the childminder's lack of knowledge and confidence in her abilities to support the children's needs. She demonstrates a little understanding of the areas of learning and how to observe the children but her observation and assessment systems are poor. This significantly affects how she is able to plan and support children's individual next steps. Children are offered basic activities such as drawing, play dough and imaginative play as well as learning about nature by planting seeds and growing sunflowers as they learn about the natural world around them. The childminder supports the children and interacts with them to a satisfactory level most of the time and they respond with chatter and smiles. Children's abilities to apply skills appropriate for their age regarding technology, numeracy and literacy are hindered by the weaknesses in the provision for learning and development. Too few opportunities are offered to help them learn about information and communication technology or number concepts.

Children are well behaved, benefiting from clear guidance, praise and support as they develop their personal and social skills by making a positive contribution among their peers and adults. They enjoy a limited range of experiences to learn about equality and diversity but there are resources and visual images of wider society to help them learn about respect and inclusion. Each child feels comfortable enough to snuggle up with the childminder when they need reassurance and their care routines are followed from home, providing continuity and consistency of care. This helps them to feel safe and confident in the environment. They are beginning to learn about having healthy habits through their personal care, diet and physical play activities. Children enjoy food and drink mostly provided from home and benefit from the social aspects of snack and meal times as they sit together with the childminder at the table.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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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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