

## Inspection report for early years provision

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<b>Unique reference number</b>	EY314895
<b>Inspection date</b>	28/08/2009
<b>Inspector</b>	Gill Thornton
<b>Type of setting</b>	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 2005. She lives with her husband and children aged 14, 12 and seven years in a small town near Bungay, close to shops, parks and the local school. The whole of the ground floor of the property, and the first floor bathroom, is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five 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 four children in this age group, all on a part-time basis. She also offers care to children aged over five years to 12 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school. The family has two dogs, two rabbits, a tortoise and a fish tank.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder has not established an effective system of evaluating and reflecting on her provision and as a result there are some significant omissions in her practice that impact upon children's care and safety. The childminder develops caring relationships with the children in her care and provides them with access to a stimulating range of activities based upon their interests and capabilities. Partnerships with parents are generally effective in ensuring children are included and cared for according to their parents' wishes.

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 a current first aid certificate is maintained (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 30/09/2009
- request written permission from parents for seeking emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 04/09/2009
- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident and include any assessments of risks for outings and trips 30/09/2009

- (Suitable premises, environment and equipment)
- ensure potential hazards are made safe or inaccessible to children, with particular regard to the wardrobe doors propped up in the downstairs bedroom, and improve security of the front door to prevent unauthorised access. (Suitable premises, environment and equipment)

04/09/2009

To improve the early years provision the registered person should:

- develop the use of observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child to support their progress towards the early learning goals
- develop a system of using reflective practice to identify the setting's strength and priorities for improvement that will improve the quality of the provision for all children.

## **The leadership and management of the early years provision**

The childminder has appropriate systems in place to share information with parents and most of the required documentation is in place to ensure children are included and cared for appropriately. However, she does not request parents' prior written consent to seek emergency medical advice or treatment and she has failed to maintain a current first aid certificate to ensure she has up to date knowledge of the action to take in a medical emergency. The childminder understands her responsibilities to protect children and the action to take if she has a safeguarding concern. She plans her weekly routines to ensure children enjoy a variety of activities within her home and the local community.

The childminder supervises children closely to promote their safety, however, she has not taken appropriate steps to ensure that all potential hazards in her home are made safe or inaccessible to children. For example, the wardrobe doors in the downstairs bedroom pose a risk of falling onto the children and the front door is not kept locked to prevent unauthorised access. In addition, she does not maintain a record of risk assessments as required by the Early Years Foundation Stage (EYFS) detailing the action required to ensure children's safety in the house, garden and whilst on outings. The childminder recognises that there are areas of her practice requiring significant improvement and she has applied to attend relevant training workshops to help her remedy some of these issues. However, she has not established an effective system of evaluating her practice to identify priorities for development to improve outcomes for children and to ensure she meets the requirements of the EYFS.

## **The quality and standards of the early years provision**

Children are happy, well settled and form good relationships with the childminder and her family. They make satisfactory progress in their learning and development because the childminder spends her time actively involved with their play to extend

their interest and enjoyment. For example, promoting young children's understanding of one to one correspondence and colour recognition while encouraging them to play with stacking cups. She knows the children in her care well and has a sound understanding of their interests and abilities. She has started to use a system of observation and assessment, but this is not used effectively to identify and plan for children's next steps in learning and development to support their progress towards the early learning goals.

The childminder ensures children have access to an interesting range of toys and activities, which are well displayed to encourage them to make independent choices in their play. Simple plans provide some structure to their day and they regularly go on nature walks or to the local library for a sing-a-long session. The childminder is supportive and encouraging in her interactions and sensitively acknowledges children's individual personalities and she adapts activities to take account of their individual stage of development to provide appropriate challenge. Children move around freely and independently in the childminder's home under her close supervision while gaining an understanding of keeping themselves safe and healthy. The childminder promotes a calm and caring environment providing a positive role model and uses sensitive behaviour management strategies to ensure children treat each other with respect.

Children have space to practise their large and small physical skills and they enjoy growing and picking their own vegetables in the garden. They engage in imaginative role play activities based on their own first hand experiences and enjoy operating simple examples of everyday technology. For example, cooking 'dinner' in the play microwave or using the CD player to play their favourite songs. The childminder acknowledges and responds with interest to children's growing language skills and sensitively demonstrates pronunciation and ordering of words to support their growing understanding of the conventions of language and communication.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
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](http://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 (Qualifications and training) 30/09/2009
- devise and implement a written statement of the 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) (also applies to the voluntary part of the Childcare Register) 30/09/2009

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 (Qualifications and training) 30/09/2009
- take action as specified in the compulsory part of the Childcare register. (Arrangements for safeguarding children) 30/09/2009