

Inspection report for early years provision

Unique reference number	224483
Inspection date	16/07/2009
Inspector	Lynne Milligan
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 has been registered since 1992. She lives with her husband in a terraced house near to the town of Tunstall, Stoke -On-Trent. The whole of the ground floor is used for childminding and there is a fully enclosed area for outside play. Access is via a step-up into the open plan lounge, with a rear exit to the paved garden.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child in the early years age range. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children and takes children to a local toddler group. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder has a weak understanding of a number of the requirements of the Early Years Foundation Stage (EYFS) and this has resulted in some regulations not being met. Children's welfare is sufficiently promoted but areas around the requirements under learning and development are not sufficiently robust to ensure children are progressing. Inclusion is poorly promoted as the childminder lacks a full understanding of this area. Her ability to assess her setting is adequate, with some plans made for improvements. However, these do not entirely correspond with current practice.

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:

- gain information as to who has legal contact with the each child; and who has parental responsibility for each child (Information and complaints) 31/07/2009
- implement an effective safeguarding policy and procedure. This must include a procedure to be followed in the event of an allegation being made against you or a member of the household (Safeguarding and welfare) 07/08/2009
- conduct a risk assessment for each and every outing which must include the walk to and from school (Premises and security) 07/08/2009

- promote the good health of children by informing parents about appropriate food content in packed lunches and encourage children to develop their understanding of the importance of keeping healthy, and those things which contribute to this (Food and drink) 14/08/2009
- improve the record or risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) 07/08/2009
- promote equality of opportunity and anti-discriminatory practice through helping children to become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues (Organisation) 14/08/2009
- improve knowledge and understanding of the EYFS so that they provide children with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programme) 14/08/2009
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 14/08/2009
- ensure there is a balance of adult-led or child initiated activities, delivered through indoor and outdoor play (Organisation) 14/08/2009
- use information from children's starting points to undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation). 07/08/2009

The leadership and management of the early years provision

The childminder has begun to assess her setting but has failed to accurately assess the fact that some regulations have not been met. As a result she does not have information about those parents who may have parental responsibility or legal contact and is unsure about what to do if a situation arose around such issues as care orders. The childminder has not assessed the risks to children as she walks to and from school or when they are on any outings. Although she has carried out safety checks on her home and completed a risk assessment, she is unaware she has done them and has not assessed the level of risk, how she has addressed any hazards with no clear idea of when she should review them. The childminder has a wide range of policies in place but feels she needs all of them as this way she has covered all areas. Furthermore, some are not specific to her setting. Her understanding of certain procedures such as, safeguarding is poor. Although she is able to recognise signs and symptoms of abuse, her understanding of what she should do next is insufficient, with no clear procedures as to whom she should

inform and when. Furthermore, if an allegation was made against her, she is unsure of whom to take concerns to. Her ability to deal with complaints is adequate, with a procedure to record them should one be made. She maintains confidentiality as she stores all information securely.

Systems to assess the childminder's strengths and weaknesses have begun, with areas for improvement noted. She has started to apply for additional resources such as outdoor equipment through a grant and wants to improve in other areas but has yet to set timescales or determine how she will meet these plans. Furthermore, in some areas, her assessment does not match her everyday practice as she states under being healthy that she provides children with a healthy, balanced diet. In practice though this is not the case as children don't like to eat vegetables so she doesn't provide them and although the childminder offers fruit, none was available for children to self-select at the time of the inspection. The childminder has worked hard to create partnerships with parents and maintains these through daily chats and by assessing parents opinions as she provides questionnaires and takes references which she uses to inform new parents and improve practice. Although none of the children in the early year's age range attend any other settings, the childminder has begun to exchange important information such as existing injuries but is yet to forge further links with other providers who deliver the EYFS. In addition, she is not sure as to why she should do this. Her approach to inclusion is poor. Although she has a sound understanding of how to cater for the specific needs of certain groups of children, her ability to plan and organise meaningful experiences for the children is weak. Children have access to some resources as boys play with dolls and prams and dress up in police officer outfits but the range of resources is limited. Furthermore, opportunities for children to understand their environment as they walk to and from school is hindered as the childminder is unaware of how to utilise these outings to encourage children's awareness of their diverse community and those that live within it.

The quality and standards of the early years provision

Children enjoy their time with the childminder as she is warm and caring. She knows the children's personalities well and generally caters for their needs through sensitive discussion, praise and encouraging children's independence and self-esteem. Children are well mannered and show respect for their toys and surroundings, with gentle reminders from the childminder to ensure they take care when sitting on the chairs as they colour. Children generally feel safe as they are confident in their surroundings as certain measures have been put into place which is extended when they are outside as the childminder talks to them about road safety. Children have an evening meal that generally consists of burgers, chips, waffles and beans that are all prepared by the childminder, with a packed lunch supplied by parents. The childminder attempts to control the contents of these through discussion with parents but often they are full of sugary and salty foods such as chocolate bars and crisps. Children have access to fresh drinking water or very weak diluted squash. Opportunities for children to learn about the benefits of healthy eating are not provided. Areas of her home are clean and tidy, with space for children to explore and develop their large and small muscle groups. Outings

provide lots of fresh air as children walk to and from school, visit parks and lakes, with time spent at play group as they develop their social skills.

Children's learning is loosely planned around their everyday routines such as naps and meals. In between these routines the childminder supplies a range of toys which are laid out for children to choose themselves. However this approach often leads to children having a lack of stimulation as they quickly move from one toy to another. Children have no sense of purpose and as a result they become easily distracted. Furthermore, the childminder is unsure about how to extend their learning as she has not completed their starting points or next steps and with little understanding about what she should record in her observations or what areas of learning they cover. Consequently children are not challenged and are not progressing across the early learning goals. Some support is offered by the childminder as she sits on the floor with the children, helping them to understand shape and colours through electronic shape sorters, wooden puzzles and colouring. The childminder confirms names to the children who confidently reaffirm this, pointing out other similarities such as Daddies house. Children associate images with words as the childminder offers many activities around this encouraging the children's communication skills. She provides children with some ability to problem solve as they work out how to turn the keyboard on, pressing keys which make animal sounds that they both giggle at. Most of the childminder's questioning is closed which offers the children little opportunity to use their thought processes fully and often she does the activity for them, rather than allowing children to complete it for themselves. Resources provided cover some of the early learning goals but areas such as creative and mathematical are limited. This further impacts on how she encourages children's awareness and appreciation of such groups that include gender, disability, social background and community as a lack of activities and poor resources are offered. In addition, the childminder has a very narrow and reactive approach to inclusion, assuming it only refers to those children with learning difficulties and disabilities or those that are from another country. This attitude, along with her practice, restricts the children from experiencing the lives of others or the world around them.

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.	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?	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?	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?	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 (Arrangements for safeguarding children, also applies to the voluntary part of the Childcare Register) 07/08/2009
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements for the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints, also applies to the voluntary part of the Childcare Register) 07/08/2009
- make the following information to parents: information about the activities the children will undertake and copies of the written statements of safeguarding procedures and complaints procedures (Providing information to parents, also applies to the voluntary part of the Childcare Register) 07/08/2009

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 compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children) 07/08/2009
- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 07/08/2009
- take action as specified in the compulsory part of the Childcare Register section of the report (Providing information to parents). 07/08/2009