

## Inspection report for early years provision

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<b>Unique reference number</b>	504750
<b>Inspection date</b>	02/07/2009
<b>Inspector</b>	Hazel Christine White
<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 1993. She co-minds with her husband. The childminder has overall responsibility for childminding practice. Her co-childminder works in a supportive role. They live with their adult child in a residential area of Coventry in the West Midlands. There are shops and schools within easy walking distance. The premises are easily accessible and the whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She can care for a maximum of six children. When working together with her co-childminder, they may care for up to a maximum of eight children. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), both of whom attend on a part-time basis. The childminder also offers care to children aged over five years. A school-aged child attends for various sessions.

## Overall effectiveness of the early years provision

Overall the provision is inadequate. The childminder and her co-childminder have little understanding of the requirements within the EYFS. Consequently, this has a significant impact on children's care, learning and welfare. They are both welcoming to the children and regularly chat to parents at the end of the session. Methods for encouraging parents to formally share what they know about their children are limited and the uniqueness of each child is not sufficiently recognised. The childminder and her co-childminder have not maintained their first aid certificate and some policies and procedures are missing. Strategies for looking at the provision's strengths and weaknesses in order to maintain continuous improvement have not been considered.

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:

- obtain information from parents about their children's starting points and devise a planning, observation and assessment system to provide individual children with sufficient challenge encompassing all areas of learning and development (Organisation) 30/07/2009
- complete an appropriate first aid course, which includes training in first aid for infants and young children and ensure that a current first aid certificate is maintained (Promoting good health) (also applies to 07/01/2010

- the compulsory part of the Childcare Register)
- ensure that the first aid box has appropriate content to meet the needs of children 16/07/2009
- develop an effective complaints procedure and provide parents with this information (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register) 16/07/2009
- provide parents with information regarding safeguarding children procedures (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register) 16/07/2009
- conduct a risk assessment of the premises, equipment and outings and maintain a record stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 16/07/2009
- develop knowledge and understanding of how to actively promote equality of opportunity and anti-discriminatory practice (Organisation) 07/08/2009
- develop and implement strategies to look at the strengths and weaknesses of the provision in order to maintain continuous improvement (Organisation) 06/08/2009

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

The childminder and her co-childminder have an insecure knowledge of the learning, development and welfare requirements within the EYFS. As a result, children's learning is restricted and their welfare needs are not fully met. Both childminders have equal responsibility for safeguarding children and have a general understanding of child protection procedures; however, these are not shared with parents. As a result, they are unaware of the childminder's roles and responsibilities in protecting children from harm. The childminder takes overall responsibility for maintaining appropriate records. Most required documentation is in place and is suitably maintained, however, there is no system for recording complaints and risk assessments of the premises, equipment and outings have not been conducted and recorded. Therefore, all potential hazards have not been identified and this compromises children's safety.

The childminder has discussions with the co-childminder regarding the children's daily routines and the activities they enjoy to ensure consistency of care. She has not yet put into place effective methods to reflect on her practice in order to identify areas for further improvement. Therefore no strengths and weaknesses within the provision have been identified. The recommendations raised at the previous inspection have been poorly tackled in terms of improved outcomes for children. For example, resources which reflect positive images of culture, gender and disability have not been developed.

The childminder and her co-childminder are friendly and welcome children and parents into their home. Children are helped to settle through support and a gradual settling in period which is agreed with their parents. Good verbal communication at the end of the day ensures that parents are kept fully informed of their children's routines and behaviour. However, the childminder does not involve parents ascertaining their children's starting points or plan, observe and make assessments of the children's learning. As a result, children's next steps are not identified and inclusion is weak because play is not tailored to meet their individual needs.

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

Children are generally happy and settled in their environment. The childminder has an affectionate approach towards the children and offers cuddles and reassurance. She takes the main responsibility for the planning of activities, however, her limited knowledge and understanding of the learning and development requirements of the EYFS means that children do not get a balance across all six areas of learning. The play provided is basic and does not present the children with a broad variety of experiences and challenge. As a result, children are not making as much progress as they could. The childminder and her co-childminder do not discuss arrangements for observing and assessing children's achievements. In addition, parents are not fully encouraged to share information about their children's starting points in order to build on their learning and as a result, their next steps are not identified.

Children access a satisfactory range of toys and activities appropriate to their age and older children move freely between activities and are able to make some choices from the resources which are stored on low shelves in the dining room. The childminder supports babies and young children by selecting toys and showing them how they work, for example, by pressing buttons and lifting flaps on some toys they learn that they make a sound. The childminder knows the children well and is aware of their personal needs. She is alert to and responds to younger children's demands and on-going daily needs. For example, preparing them to sleep when they are tired and offering drinks when they are thirsty. They enjoy singing nursery rhymes and sometimes look at books. Children occasionally attend a local parent and toddler group which enables them to socialise with other children and use equipment to promote their physical development.

Children have access to all toys and activities and none are kept for either gender. The childminder and her co-childminder agreed at the last inspection to develop resources that reflect positive images of race, culture, gender and ability. This recommendation has been overlooked, therefore resources are still limited and are not effectively used to promote discussion and fully extend children's knowledge and understanding of people in the community and the world around them.

School-aged children are learning about rules that keep them safe. For example, holding hands to cross the road when they are walking to school with the co-childminder. Babies and younger children are securely strapped into their

pushchairs. Children are becoming aware of behaviour boundaries because both childminders are consistent in the way they manage behaviour. They are beginning to learn about sharing and taking turns because they are offered encouragement that promotes positive behaviour.

Children's health is not effectively promoted. The childminder completed a relevant first aid course in 2004 and has not maintained this because she was unaware of this requirement. The first aid box is insufficiently stocked to deal with a serious accident. Therefore, children's health and safety is compromised. Accident and medication records are adequately kept and suitable hygiene procedures are in place to prevent the spread of infection. Children enjoy a good range of healthy packed lunches which are provided by their parents. Drinks are offered throughout the day to ensure that children are kept hydrated.

## 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?	4
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?	4
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<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?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	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:

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:

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| • take action as specified in the early years section of the report (Welfare of children being cared for)   | 07/01/2010 |
| • 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) | 16/07/2009 |
| • take action as specified in the early years section of the report (Suitability of Premises and Equipment)   | 16/07/2009 |
| • take action as specified in the early years section of the report (Procedure for dealing with complaints)   | 16/07/2009 |
| • provide parents with copies of the written statements of safeguarding procedures and complaints procedures (Providing information to parents)   | 16/07/2009 |