

Inspection report for early years provision

Unique reference number	EY388058
Inspection date	17/08/2009
Inspector	Dianne Lynn Sadler
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 2009 and lives with her husband and baby in Kings Norton, Birmingham. The childminder's husband and family member are also registered childminders and they all work in partnership with each other. The whole of the downstairs is used for child care purposes and the bathroom and the rear double bedroom upstairs. There is a fully enclosed garden available for outside play. The premises is accessible via the front entrance which has a low step.

The childminder is registered to care for five children at any one time when working alone and for ten children when working with her co-childminders. Currently they are caring for seven children between them, four of whom are within the early years age range. This provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. The childminder takes and collects children from local schools and the family have a rabbit and dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Each child's individual welfare and development needs are not all met through the experiences in the setting, provided by the childminder and her co-childminders. Children do not make sufficient progress in all the areas of learning and the setting is not sufficiently inclusive. Not all procedures and records required support the childminders practice. The childminder is committed to developing positive relationship with parents and other carers, but they do not always work in partnership to meet the individual needs of all the children. The childminder is striving to improve the outcomes for children but does not demonstrate the capacity to maintain continuous improvement.

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 information is obtained from parents with regard to who has parental responsibility for the child and who has legal contact with the child (Safeguarding and promoting children's welfare) 08/09/2009
- implement effective systems to ensure that the individual needs of all children are met (Organisation) 08/09/2009
- improve knowledge and understanding of the EYFS so that children are provided with an educational 08/09/2009

programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes)

- develop knowledge and understanding of anti-discriminatory practice (Organisation)
- ensure the record of risk assessments identifies all aspects of the environment that need to be checked on a regular basis with particular regard to the garden and clearly states when it was carried out and by whom (Suitable premises, environment and equipment).

08/09/2009

08/09/2009

To improve the early years provision the registered person should:

- ensure procedures are in place to prevent the spread of infection with particular regard to hand washing in the bathroom
- use information gained from observations to ensure children make the best progress they can towards all the early learning goals.

The leadership and management of the early years provision

Children are not sufficiently safeguarded and the childminder's practice is not sufficiently inclusive. The childminder does not obtain all the information needed with regard to the children's care. She does not know who has legal contact with children or who has parental responsibility for them. The childminder takes overall responsibility for the day to day planning of activities and shares the management of policies, procedures and records with her co-childminder. A risk assessment is carried out on the premises and for all outings. However, it does not clearly state when it was carried out and by whom. In addition, it does not include all hazards in the garden with regard to an area of garden covered in small stones. Despite this, children are beginning to develop an awareness of how to keep themselves safe during play and through discussions. The childminder does maintain sufficient records with regard to attendance, accidents and incidents and obtains all permissions for her practice. The childminder is able to recognise potential signs and symptoms that should cause concern for a child's welfare and there is an appropriate safeguarding children policy in place to share with parents and to guide her to act accordingly should the need arise.

The childminder shows a commitment to developing her knowledge by attending a range of training courses, constantly striving for improvement. She has attended all the required training and is accessing future training with regard to the learning and development requirements. The childminder has adequate systems in place to monitor and reflect on her practice and she has completed a written self evaluation document. However, because she does not have a sufficient understanding of the Early Years Foundation Stage she has not identified all the weaknesses in the setting and most of the outcomes for children are not adequately promoted.

The childminder's partnerships with parents do not ensure all the children's

individual needs are met. She organises her time well to exchange information with parents about children's daily needs and routines. However, to meet parent's wishes she does not always follow her own written procedures. For example, when settling in young children their previous experiences and lifestyles are not always considered and an inappropriate settling-in time table is agreed. This has a significant impact on children's welfare and well-being. Parents are able to access all the written policies and benefit from an informative welcome pack. Photographs of the children at play are sent electronically to them each evening.

The quality and standards of the early years provision

Children's health and well-being is significantly compromised due to procedures not being followed or meeting their needs such as the settling-in procedures. In addition, procedures to prevent the spread of infection are compromised as children share a towel to dry their hands in the bathroom. Children are learning about the principles of healthy living. They benefit from a varied range of healthy, nutritious snacks and meals. All children enjoy choosing between apple, banana and toast for their snack. Children enjoy physical activities and access fresh air every day. They benefit from going out into the community to visit places such as the farm and access a stimulating outdoor play area a times planned by the childminder.

The learning environment is not sufficiently inclusive and children's learning is not fully supported. The childminder works closely with her co-childminder and aims to provide a stimulating environment. She has some understanding about the abilities of the children in her care and she is responsible for planning activities which take into consideration children's interests. She observes the children's learning and records the observations using photographs in the children's development folders. However, development records do not show the full extent of the children's learning towards the early learning goals and the childminder does not plan for children's next steps. Therefore not all children are fully challenged in all the areas of learning and do not make the best possible progress they can.

Children enter the setting and some are developing effective relationships with each other and with adults. However, younger children are unsettled by fretful children who are settling-in and demand more attention from the adults. Children enjoy access to a stimulating creative play room upstairs at times planned by the childminder. They enjoy painting and colouring in pictures of animals linked to the 'Farmyard' theme of the week. Some children decide to paint their hands and concentrate well sitting at the table. They also enjoy investigating musical instruments and singing nursery rhymes whilst sitting on the mat with the childminder. However, some of the areas of learning are not sufficiently promoted. Children are not learning about similarities and differences between themselves and others, which hinders their learning of diversity and have limited opportunities to develop their skills in problem solving, reasoning and numeracy.

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.	4

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?	4
How well does the setting work in partnership with parents and others?	4
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?	4
How well are children helped to stay safe?	3
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:

Met