

Inspection report for early years provision

Unique reference number	EY285341
Inspection date	18/08/2009
Inspector	Hazel Stuart-Buddery
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 was registered in 2004. She lives with her husband and two children in Mytchett near Camberley in Surrey. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time. She is currently caring for four children, three of whom are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for one child overnight.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Children play in a warm and friendly environment. The childminder knows the children well through talking to their parents and observing the children. However, the childminder does not understand the requirements of the Early Years Foundation Stage and this means that children's learning and development needs are not met, this means she is in breach of some regulations. Children's welfare is promoted and most required documentation is in place. The childminder monitors and evaluates her provision, although does not have procedures in place to develop her knowledge and understanding to ensure the outcomes for children continually improve.

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:

- improve knowledge and understanding of the Early Years Foundation Stage to further support children's learning, development and welfare (Learning and Development) 15/02/2010
- implement the Early Years Foundation Stage so that children's learning and development are fully promoted (Learning and Development) 15/02/2010
- complete a paediatric first aid certificate (Safeguarding and promoting children's welfare) 31/12/2009

To improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop knowledge and understanding of the legal requirements within the

regulations and have regard to the statutory guidance.

The leadership and management of the early years provision

The childminder's knowledge and understanding of the legal requirements within the regulations is not secure in all areas. Children's learning and development is not adequately supported because the childminder is not aware of the Early Years Foundation Stage framework and does not plan a range of activities that support children's learning towards the early learning goals. The health care needs and safety of the children may be compromised as a current first aid certificate is not held. This is a breach of regulations.

The childminder has addressed most of the issues raised at the last inspection. She has basic systems in place to monitor and evaluate her practice, for example, she reviews her resources to ensure she provides sufficient choice for children of all ages and stages. She has recently completed a self-evaluation, although this is very basic and not used as a tool to reflect on her practice and improve the outcomes for children. She has identified areas for improvement but has not put procedures in place to address them. The childminder works with parents and nurseries to ensure the individual needs of children are met. She talks to parents at the end of each day to keep them informed about what their children have achieved. Children are cared for in accordance with parents' wishes as all required parental consents are in place. A full set of written policies and procedures are in place, although not all policies fully reflect practice. The childminder has an awareness of child protection issues and of the procedures to follow should she have concerns. Children learn how to keep themselves safe as they practise the fire drill.

The quality and standards of the early years provision

Children generally enjoy the time they spend with the childminder and positive relationships are fostered. The childminder cares for children of varying ages, the lack of stimulation for older children occasionally impacts on the enjoyment of the younger children. Most children have access to a nice range of resources that are easily and safely accessible. Most resources are labelled with words and pictures, allowing even the youngest children to make their own choices. The childminder's lack of knowledge of the Learning and Development part of the Early Years Foundation Stage means that a range of challenging and enjoyable experiences across all areas of learning and development are not planned for. However, children do enjoy playing outside on the bikes and scooters and push themselves around as fast as they can. Some children enjoy exploring fuzzy felt and happily sit on the floor creating their own pictures. Other children show interest in the Sylvanian Families caravan, although their interests are not extended and they soon move on to other activities. All children enjoy creating with play dough outside. They sit together, happily chatting and some proudly show off the different animals they have made. Children enjoy chatting to the childminder, who listens to them carefully. This promotes children's communication skills. Lots of

word labels and key words are displayed around the room which the childminder has used to help children's pre-reading skills and to help them learn that print carries meaning.

Children begin to learn about healthy lifestyles. They have free access to water and are encouraged to wash their hands after using the toilet. However, daily hygiene procedures are not secure and children do not always wash their hands before snack; all children use the same towel to dry their hands. Children play in a safe and secure environment, as written risk assessments have recently been completed for the home and garden. While risks for outings are considered, these are not recorded. Children are generally well behaved and begin to learn about sharing and taking turns. Children sort out minor squabbles for themselves and the childminder steps in at appropriate times to explain right from wrong.

Overall, children are generally happy and settled in the childminder's care and she provides a caring environment. However, the childminder's lack of knowledge of the Early Years Foundation Stage does impact on children's learning and development.

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?	3
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?	3

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?	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

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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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