

Inspection report for early years provision

Unique reference number 121381
Inspection date 09/09/2009
Inspector Alison Jane Kaplonek

Type of setting Childminder

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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.

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Description of the childminding

The childminder has been registered to care for children since 1992. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and adult child in a house in the Badshot Lea area of Farnham in Surrey. The house is close to local schools and shops. All areas of the property are registered for childminding although children mostly use the downstairs rooms. Access to the premises is good. Toilet facilities are available on the ground floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to provide care for six children from nought to eight years. Three of these may be in the early years age group. There are currently four children on roll. Two of these children are in the early years age range.

The childminder has a relevant childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are cared for in a welcoming, family environment where their routine care needs are sufficiently well met. All children are valued and included. However, the childminder lacks knowledge and understanding of the Early Years Foundation Stage (EYFS) learning and development requirements which means that children are making little progress. Some policies and procedures have not been updated in line with the Early Years Foundation Stage framework and the child protection policy is insufficiently robust to ensure children's welfare needs are fully met. The childminder is not familiar with self-evaluation and therefore does not recognise the strengths and weaknesses of the provision and how to subsequently improve her 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:

- increase knowledge and understanding of safeguarding children and how to contact local services should a referral need to be made. Ensure that the safeguarding children policy includes a procedure in the event of an allegation being made 09/03/2010

- against the childminder or a member of her family (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare register)
- obtain written permission from all parents to the seeking of emergency treatment or medical advice in the future. Ensure that all other permissions required are signed by all parents (Safeguarding and promoting children's welfare) 09/10/2009
 - increase knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. Use this knowledge to develop systems for the observations and assessments of children's learning and development so that these can be used to plan enjoyable and challenging experiences that are tailored to meet children's individual needs (Educational programme). 09/03/2010

To improve the early years provision the registered person should:

- develop and implement a self-evaluation system, to monitor the provision and outcomes for children. Ensure areas for improvement are easily identified to enable continuous improvement
- update all policies to reflect the statutory requirements and to bring them in line with the Early Years Foundation Stage framework
- develop both the indoor and outside learning environments to ensure that activities challenge and extend children's learning in all areas.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment where clear risk assessments for the premises, equipment and outings have been completed and recorded. The childminder ensures that her first aid qualification is kept up-to-date and records accidents or any existing injuries children arrive with. However, the child protection policy is ineffective, as it does not include a procedure to be followed if there are allegations against the childminder or her family. The childminder lacks sufficient knowledge of child protection procedures and how to contact her local children's services if a referral should need to be made. Consequently, children are not fully safeguarded. Since the last inspection the childminder has made some improvements to her practice. She has prepared permission sheets for parents to sign to allow her to take children on outings, administer medication or take photographs. However, these are not completed for all children and the childminder has failed to obtain written consent from all parents for requesting emergency medical advice and/or treatment. This is a breach of requirements.

The childminder has not yet gained adequate information about the learning and development requirements of the EYFS. She therefore lacks sufficient knowledge and understanding of how children learn and develop through their play. She lacks

confidence in completing observations and assessments or how to plan enjoyable and challenging experiences that are tailored to meet children's individual needs. Parents are provided with a satisfactory range of information about the setting, for example, information about the childminder's family and a sample list of activities that the children take part in. The childminder feeds back a good range of information each day, such as the younger children's feeding and sleeping routines, in daily diaries which parents take home. She has started to make some observations of older children's achievements but these are not linked to the six areas of learning or used for future planning. The childminder is unaware that she is expected to form links with other settings that children attend.

The quality and standards of the early years provision and outcomes for children

The childminder has established reasonably caring relationships with the children, who are settled and occupied. Older children play well together, selecting from the toys outside in the garden, such as trikes, ride on cars or musical instruments. Babies choose from the resources put out in the box indoors, which are suitable for their age and stage of development. They wave to the older children as they play outside and babble to the childminder. Children are provided with opportunities to interact with adults and their peers when they meet up with other childminders and their minded children. Children have access to a range of resources stored in the playroom and to those put out in the garden. However, the use of space and resources, both indoors and outside, is unplanned and learning intentions are unclear. Consequently children are not provided with sufficient challenge to help them reach their full potential.

Children play and learn in a reasonably safe and clean environment. They learn about crossing the road safely as they walk home from school. Arrangements have been made to leave children with another registered childminder should an emergency arise and an evacuation procedure has been practised with children, although no record is kept. Children learn to wash their hands before eating or after using the toilet. The childminder provides some of the children with healthy meals and snacks such as fruit or yoghurts, other parents who provide meals are encouraged to ensure that they are healthy and nutritious. Drinks are offered regularly and children may request them at any time. All children are welcomed into the setting and they are beginning to learn to share and take turns. The childminder talks to them about valuing each other and about differences as they play with resources or look at books showing a range of disabilities.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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 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). 09/10/2009

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 (Arrangements for safeguarding children). 09/10/2009