

## Inspection report for early years provision

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<b>Unique reference number</b>	108835
<b>Inspection date</b>	10/09/2009
<b>Inspector</b>	Karen Louise Prager
<b>Type of setting</b>	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 registered in 1992. She lives in the Nythe area of Swindon, Wiltshire. She also shares her home with a lodger. The home is easily accessible at street level. The downstairs of the property is used for childminding though children generally play in the kitchen, breakfast room and playroom. There is a fully enclosed garden available for outside play. The childminder keeps tropical fish in the lounge.

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 a maximum of six children under eight years at any one time, three of whom may be in the early years age group. She is currently caring for three early years children who attend on a part time basis. There also three older children who attend. The childminder walks to local schools and pre-schools to take and collect children. She attends the local carer and toddler group and makes use of community facilities including parks, library and shops.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder makes all children welcome and has good relationships with parents but fails to promote children's learning and development and the welfare properly overall. Risk assessment procedures are not sufficiently robust. Learning opportunities are weak and restrict the progress and personal development of children. Some self-evaluation has been carried out, but this is superficial and fails to identify or address weaknesses in the provision.

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:

- conduct a risk assessment, identifying the aspects of the environment that need to be checked on a regular basis. Maintain a record of these aspects clearly 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) 07/10/2009
- provide appropriate fire detection equipment on all levels of the property and maintain in working order (Suitable premises environment and equipment) 07/10/2009

- improve knowledge and understanding of the EYFS so that children are provided with an educational program that will enable them to make progress towards the early learning goals in all areas of learning (Early learning goals) 07/10/2009
- develop a system to ensure the quality of care provided to ensure there are effective systems in place to meet the individual needs of all children (Organisation) 07/10/2009

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

The childminder has a poor understanding of the requirements and guidance of the EYFS. As a result children's needs are not met. Learning opportunities are weak and restrict the progress and personal development of all children. Some self-evaluation has been carried out, but this is superficial and fails to identify or address weaknesses in the provision.

Most recommendations that were agreed at the previous inspection have been addressed. The childminder has made improvements to her record keeping as the attendance register, complaints procedure and information from parents are maintained and accessibly stored in files. The childminder assesses some of the risks to children who attend, both when they are on her premises and when out in the community. Some safety issues have been addressed, such as access to alcohol and low level glass. However risk assessment procedures are not sufficiently robust as suitable fire detection is still not available throughout her home and she does not keep a record of the risks as required. As a result children are not sufficiently safeguarded. The childminder has also failed to provide more resources and activities to help children appreciate differences in others.

The childminder talks regularly with parents which ensures that there is an effective exchange of information about their care and the childminder takes account of the views of parents. For example following the wishes of a parent a child is put to sleep in a push chair rather than a travel cot. Some contact has been made with others who provide care for children as the childminder has recently visited a child's pre-school to become familiar with the setting and staff. The childminder has made a welcoming entrance for parents where they can read essential information such as the registration and insurance certificates and information about the care of their child if ill. The garden contains a selection of climbing apparatus and toys for the children to ride and children have free access to this for much of the time, giving them ample opportunity to access fresh air. The childminder has dedicated a room in her house for the children's play. Toys are stored in large plastic containers, which keep them well ordered, though they are difficult for children to access on their own.

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

Children are generally settled in the childminder's care and approach her freely for support. They move around the setting with some confidence, however, they are not able to reach many toys on their own as they are inaccessibly stored in stacked containers. The childminder does not use her knowledge of the children to plan enjoyable and challenging experiences that are tailored to meet their individual needs. The childminder cheerfully interacts with children but fails to support them sufficiently and as a result children's learning and development does not progress as quickly as it should. Children are seen to behave well and respond promptly to the childminder's instructions to sit at the table for lunch. However, this behaviour is not always maintained as the childminder does not ensure children are sufficiently occupied and they receive little attention and direction from the childminder. The childminder takes children on regular outings where they meet with other children and their childminder. They walk around much of the locality where they visit parks and attend the story telling session at the local library.

Some appropriate measures to promote children's safety and health are in place. For example the childminder's home presents as clean and tidy and she encourages children to wash their hands after using the toilet. Children begin to learn about road safety when they walk around the local community. However the childminder does not consider how she can help children learn to keep themselves safe, or adopt a healthy life style. Children have access to drinks throughout the day which ensures they do not get thirsty. Main meals are provided by their parents and stored appropriately in the fridge. Older children eat well, requiring little support. However the developing needs of younger children are not always met as the childminder does not enable them to increase their independence at mealtimes.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	4
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
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:	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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