

Inspection report for early years provision

Unique reference number	EY305332
Inspection date	16/09/2009
Inspector	Patricia Mary Champion

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and two children aged 11 and 14 years. They live in a house in a residential area in Wickford, Essex. All areas of the childminder's house are used for childminding. Access is via one low step into the house. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children in the early years age group. The childminder drives or walks to local schools and pre-schools to take and collect children. The family has a rabbit as a pets.

The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Although children are settled and happy in the childminder's care, there is a breach in a specific welfare requirement that potentially impacts on their safety and well-being. The childminder also has a limited understanding of the learning and development requirements of the Early Years Foundation Stage (EYFS). Friendly and supportive relationships have been established with parents to ensure that information about individual children is shared. However, priority is not given to the most important areas for improvement because the childminder has not yet evaluated 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:

- complete a paediatric first aid course at the earliest opportunity (Suitable people) (this also applies to the compulsory and voluntary parts of the Childcare Register) 31/12/2009
- develop knowledge and understanding of the learning and development requirements of the EYFS so that 31/12/2009

children are provided with an educational programme that will enable them to make progress towards the early learning goals (Organisation)

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation).

31/12/2009

To improve the early years provision the registered person should:

- develop a systematic and routine approach to using observations to plan the next steps in a child's developmental progress and regularly review this approach
- develop self-evaluation to identify the strengths and priorities for development that will improve the quality of the provision
- develop further the links with other settings that children attend within the EYFS
- review and update the risk assessment to cover anything in the garden with which a child may come into contact (this relates to ensuring that the rotary clothes line is safe and giving consideration to the manufacturer's recommendations regarding the trampoline)
- develop resources and activities that promote positive attitudes to gender, disability and ethnic, cultural and social diversity.

The effectiveness of leadership and management of the early years provision

The childminder is not effectively safeguarding children's welfare because she has not attended first aid training to enable her to competently deal with minor accidents or injuries. She does understand her child protection responsibilities and has all the necessary literature accessible to ensure that appropriate procedures are followed if she has concerns about a child. The recording of all visitors to and from the home, detailed policies for the collection of children and arrangements for recording accidents and medication make some contribution to ensuring that children are protected from harm.

Children play in a very clean and comfortable environment. They can choose from a suitable range of good quality resources. Risk assessment is used reasonably well to manage or eliminate most risks within the home or on outings. Although the childminder has undertaken a risk assessment of the garden, children may not be fully protected because she does not take into account the washing line or the manufacturer's recommendations regarding the varying ages of the children using the trampoline.

Although the childminder attended some introductory childminding training four years ago when she was registered, she has not been continually updating her knowledge and skills to improve outcomes for children. The childminder has had some help from another childminder to develop written policies and procedures and she ensures that the required regulatory paperwork is in place. While the

childminder demonstrates some awareness of the strengths and weaknesses in the setting, she has not evaluated her provision to bring about further improvement and as a result prompt action such as attending essential training is not undertaken.

The childminder builds friendly and helpful relationships with parents. Written consent agreements are in place regarding many aspects of the children's care and parents sign clear contracts that detail the business arrangements. The childminder provides flexible care around taking and collecting children from pre-school or school. Some written information is gathered when children start about their individual needs. Parents make very positive comments and appreciate the family environment and the kind and caring support the childminder provides. In the wider context, the childminder has just started taking children to nearby pre-schools. Liaison with the pre-school workers to ensure that there is consistency in children's learning is in the early stages.

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

Children benefit from the warm interaction provided by the childminder. Sensitive care and plenty of cuddles are offered. The childminder encourages communication and joins in children's games, for example, when they pretend to go shopping and use the till to scan play food items. The childminder uses numbers and colours when talking to the children and she ensures that they have access to interesting play materials such as felt shapes and puzzles. Toys and resources are rotated to provide added interest and some experiences such as cooking activities are planned to promote children's learning. However, systems for observing and assessing children's progress and achievements are not yet in place. The planning for children's progress towards the early learning goals is limited because learning priorities are not identified. Therefore, some aspects of learning may not be fully addressed to provide sufficient challenge and experiences are not always tailored to meet individual needs or learning styles.

Children have regular opportunities to attend toddler groups, where they can mix socially with others. Although the childminder does have a written policy to ensure that children are treated with equal concern, she has not yet developed activities or resources that promote positive attitudes to gender, disability and ethnic, cultural and social diversity. The childminder is a calm role model and suitable strategies are used to ensure that children learn about good manners and appropriate behaviour. There are clear house rules for them to follow so that they understand the boundaries.

Children learn about the need for good hygiene practices and develop their independence skills as they wash their hands before eating. They enjoy talking about the food they like to eat and the childminder encourages them to eat healthily. Children learn about personal safety as they take part in fire drills and the emergency evacuation procedures are displayed for everyone to see. The childminder helps children with the transition to pre-school as they talk about the

pre-school routine, practise putting on plimsolls and finding what they need in their pre-school bag.

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	3
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

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	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:

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 this report (Welfare of the children being cared for). 31/12/2009

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 this report (Welfare of the children being cared for). 31/12/2009