

Inspection report for early years provision

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Inspection date	21/12/2009
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.

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 has been registered to care for children since 1998. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with husband and two children in a house in the Eastleigh area of Hampshire, which is close to local schools and shops. All areas of the property are used for childminding although children spend the majority of their time on the ground floor where there are toilet and washing facilities. There is a fully enclosed garden for outdoor play. The family have a dog.

The childminder is registered to provide care for six children from birth to eight years. There are currently three children on roll who attend part time. All of these children are in the early years age group.

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 busy, family environment where they feel safe, make a positive contribution and enjoy the range of activities provided. However, some documentation required for the safeguarding of children, lacks detail or is not in place. The childminder does not hold a current first aid certificate to fully protect children if they are taken ill, although she is booked to attend training in the near future. Although the childminder has a good understanding of how children learn, she has little knowledge and understanding of the Early Years Foundation Stage framework (EYFS), including the learning and development requirements, and cannot be sure children are making sufficient progress. Self evaluation is informal and the childminder is aware of some of the areas she needs to develop, but on the whole, the systems for monitoring and evaluating the childminding practice are not sufficiently robust to ensure that gaps in the provision are identified.

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:

- devise and implement effective safeguarding and complaints procedures, in line with the EYFS, to ensure that children are fully protected. (Safeguarding 22/02/2010

- and promoting children's welfare) (also applies to both parts of the Childcare register)
- complete an appropriate paediatric first aid course. 22/03/2010
(Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare register)
 - increase knowledge and understanding of the Early Years foundation Stage framework to make sure children are fully safeguarded and are making sufficient progress in their learning. (Suitable people) 31/05/2010
 - maintain a record of risk assessments carried out on the premises, environment and equipment.(Suitable premises, environment and equipment) 22/02/2010
 - devise and implement a self evaluation system to monitor the provision and outcomes for children. 22/03/2010
Ensure areas for improvement are easily identified to enable continuous improvement and to support a rounded approach to child development.
(Organisation)

The effectiveness of leadership and management of the early years provision

A range of policies and procedures, children's detail forms and permissions from parents are in place and this ensures that some aspects of children's welfare are reasonably well met. Registers are completed daily and there are records of accidents or any medication administered. The childminder supervises children well and ensures that they are not left with any adults who have not been vetted. She has obtained written permission from parents to seek emergency treatment or advice if children should be taken ill or have an accident. Visual risk assessments are carried out each day on the premises, environment and equipment, although a record of these is not kept. The childminder has in the past attended a paediatric first aid course but has failed to ensure that she has maintained a current certificate. However, she is now booked to attend a training course later in the year. The childminder does not have a written procedure for dealing with concerns and complaints from parents and the safeguarding children policy does not include how the childminder would manage any allegations made against herself or her family. Consequently, children are not fully safeguarded.

The childminder ensures that children are able to access a good range of resources and interesting activities which cover all areas of learning, and are regularly taken out to local amenities. However, she has not yet started to gain information about the EYFS, including the learning and development requirements. She therefore lacks sufficient knowledge and understanding of how to complete observations and assessments and to fully implement a clear planning system which meets the learning needs of the children. The childminder has not completed any formal self-evaluation and although she is able to identify some of her own strengths and weakness, she has not started to monitor the provision and outcomes for children. Consequently areas for improvement are not easily identified to enable continuous improvement or to support a rounded approach to child development.

The childminder forms good working relationships with parents and successfully provides support for children's individual needs. Parents feedback is very positive and the childminder has a collection of glowing references and thank you letters. The childminder speaks to parents about their children each day and gives feedback about how they have been or what they have done. She also has secure links with local schools and pre-schools and keeps parents abreast with important school issues. The childminder values all children in her care and through daily routines and activities, helps them to gain an understanding of differences.

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

The childminder has established caring relationships with the children, who are settled and happy. She has a good understanding of how children learn and develop and provides them with many enjoyable experiences. Children play with and make choices from the wide range of resources stored in the boxes in various rooms of the house. The childminder often puts out resources, depending on which children are attending, linked to their interests, ages and stage of development. Children choose from boxes of baby toys, construction materials, dressing up and role play equipment, electronic toys and games for older children. They regularly explore the local area, visiting parks, the zoo or going for nature walks where they collect natural materials to make collages or leaf pictures. Older children count, enjoy stories and develop their physical skills as they play ball games or use a variety of tools as they complete craft activities. Although children enjoy the wide range of activities, planning is not yet linked to the six areas of learning to ensure that children make the best possible progress or develop the skills needed for their future, such as good communication or problem solving abilities.

Children play and learn in a safe and clean environment. They learn about crossing the road safely as they walk home from school or to the park. Smoke alarms are situated on all floors of the property and there is a fire blanket in place in the kitchen. An evacuation procedure has been practised with children and is clearly displayed in the entrance hall. Children learn to wash their hands before eating or after using the toilet, using the soap and towels provided. They often use an antibacterial gel to provide additional protection. Meals and snacks are provided in accordance with the parents' wishes and they 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, as they learn the house rules and the routines of the day. They interact well with the childminder's own children and often sit and complete activities together. Children are well behaved and polite and have good levels of self-esteem. Older children are encouraged to take responsibility, for example, clearing the table or tidying up. Their emotional needs are met as they receive cuddles and support from the childminder. Children learn about differences, cultures and customs as they try foods from other countries or scoop out their

pumpkins to make lanterns. Children celebrate their birthdays with the childminder and her family and enjoy blowing out the candles on their cakes.

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	3
The effectiveness with which the setting deploys resources	3
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	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	3
The extent to which children achieve and enjoy their learning	3
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) 22/02/2010
- Take action as specified in the Early Years section of the report (welfare of the children being cared for) 22/03/2010

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) 22/02/2010
- Take action as specified in the Early Years section of the report (welfare of the children being cared for) 22/03/2010