

Inspection report for early years provision

Unique reference number	EY294427
Inspection date	14/12/2009
Inspector	Hazel Stuart-Buddery
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 since 2004. She lives with her partner and teenage daughter. They live in Yateley which is within easy driving and walking distance of the local shops, parks, schools and pre-schools. The family have a cat and two cockatiels.

Children play on the ground floor and go upstairs to sleep and use the toilet. There is a fully enclosed garden available for outside play. There are local parks close by.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder 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 play in a warm and welcoming, child friendly environment. The childminder knows the children well through observing them and talking to their parents. Children are provided with a range of resources and activities that keep them occupied and stimulated. However, a lack of awareness of the learning and development requirements within the Early Years Foundation Stage results in children's achievements and progress not being matched to the early learning goals. Inclusion is generally promoted although positive relationships with relevant early years professionals have not been established. Children's welfare is not fully promoted; arrangements for safeguarding children are not robust and there are no systems in place to maintain and update them. This means she is in breach of a regulation.

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 current safeguarding procedures; devise and implement a statement of procedure to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect 04/01/2010

(Arrangements for Safeguarding Children)

To improve the early years provision the registered person should:

- improve knowledge and understanding of the Early Years Foundation Stage to support children's learning and development, and progress towards the early learning goals and share this information with parents
- use information gained from observations and assessments to plan a range of adult-led and child-initiated activities and opportunities for each child's development and progress towards the early learning goals
- improve partnership with other early years professionals by establishing channels of communication to ensure the well-being and progress of children shared effectively to meet individual needs.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge and understanding of some legal requirements within the regulations is not secure. She does not have a secure understanding of the procedures to follow should she have concerns about child protection and her responsibilities in this regard are not fully shared with parents. There are no systems in place to update her knowledge and understanding in this area, which was a recommendation from the last inspection. As a result her capacity to maintain continuous improvements is not effective.

The childminder has addressed most issues raised at the last inspection. She does not formally evaluate her practice although, through discussion, she has broadly identified her strengths and areas for development. She recognises that in order to improve the outcomes for children she needs to develop her understanding of the learning and development requirements within the Early Years Foundation Stage and put procedures in place to seek support. A range of resources and activities are freely and safely accessible to the children and cover all areas of learning. Opportunities for children to get fresh air and exercise are provided on a daily basis, with a range of garden toys to help them develop their physical skills. The childminder has an awareness of equality of opportunity and welcomes children from all backgrounds. She provides some resources that help children learn about the wider world and differentiates activities to ensure all children receive maximum enjoyment. The childminder is aware that positive relationships with other professionals are necessary to ensure continuity of care and education is offered. However, as yet channels of communication with other early years professionals who share the care and education of some children have not been established. Daily discussions with parents help them to feel included in their child's care and education. Parents are not made aware of the progress their child makes towards the early learning goals, as currently the childminder has not identified this. This has been self-identified as an area for development. Children are cared for in accordance to the wishes of parents as all required consents are in place. Most policies and procedures are written and fully shared with parents.

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

Children are happy, content and enjoy the time they spend with the childminder. They have free and safe access to a range of resources and happily make independent choices of what to play with. Children are gaining in confidence and positive relationships are fostered. The childminder keeps written records of what some of the older children have done during the day and the progress they make. She has a basic awareness of the learning and development requirements within the Early Years Foundation Stage. The childminder observes and assesses the progress of all children and talks confidently about their achievements and what their next stage of development is. However, children's achievements are not linked to the progress made towards the early learning goals. Information gained is not used effectively to plan a range of adult-led and child-initiated opportunities that help children progress onto their next stage and provide an educational programme that is individualised.

Children are relaxed and engage happily with the environment. They explore and investigate the resources accessible and clearly communicate with the childminder when they want to explore toys stored in the toy box that they cannot access themselves. Younger children enjoy pushing cars and listening to the clicking sound they make as they move them along the floor. Their communication skills are developing well; the childminder names the toys they bring to her and constantly talks to the them. They feel safe and secure as they happily approach visitors and show interest in what they are doing. They develop their creative skills as they bang the drum and make lots of happy sounds.

Children learn about healthy lifestyles. They freely choose when they want a drink and enjoy healthy and nutritious meals provided by their parents. All dietary needs are discussed with parents and recorded on record forms. Sound hygiene procedures help to prevent the spread of infection. Children play in a safe and secure environment. Written risk assessments within the home and for most outings are in place. They learn about keeping themselves safe as they are encouraged to sit down when they eat and drink at snack time. Children demonstrate their security as they confidently move around the home and make their own choices showing a real sense of belonging. Children are well behaved and respond positively to praise and encouragement. The resources, activities and opportunities provided for the children help to secure the skills they need to develop in the future.

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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	4
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	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:

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:

- improve knowledge and understanding of current safeguarding procedures; devise and implement a written statement of procedure to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 04/01/2010

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:

- improve knowledge and understanding of current safeguarding procedures; devise and implement a written statement of procedure to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 04/01/2010