

Inspection report for early years provision

Unique reference number	EY104287
Inspection date	27/04/2010
Inspector	Lisa Patterson
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 was registered in 2001. She lives with her children aged seven and nine in Lancaster, close to shops, schools and parks. Minded children have access to the whole of the ground floor, comprising a lounge, playroom and kitchen. Bathroom facilities are available on the first floor and the front bedroom is used for sleeping purposes only. There are no facilities for outdoor play.

The childminder is registered to care for a maximum of five 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 one child in this age range. She also offers care to children aged over five years and is registered with Ofsted on both parts of the Childcare Register. There were no children present at the time of the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

While the childminder recognises the uniqueness of each child, strategies for supporting every child to succeed are not in place. Parents have insufficient input into their child's learning and development. As a result children's progress is not fully monitored and they make insufficient progress in their learning and development. Comprehensive risk assessments are in place to ensure the children's welfare is maintained, however, not all hazards have been identified. Formal self-evaluation systems are not in place though the childminder has made efforts to identify areas for development and has employed effective strategies to drive her provision forward. Documentation has been updated, however, the first aid certificate has lapsed and her understanding of the Early Years Foundation Stage framework is insecure.

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 an appropriate paediatric first aid course by 22/05/2010
22nd May 2010 (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- develop the understanding of safeguarding and complaints procedures and ensure these are compliant with the Early Years Foundation Stage framework (Safeguarding and promoting children's welfare) 28/07/2010
- develop a better understanding of the underpinning 28/07/2010

principles of the Early Years Foundation Stage framework and ensure the provision is fully compliant with requirements, for example notifying Ofsted of significant events within the required timescales (suitable people)

- undertake sensitive observational assessment to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals. (Organisation)

28/07/2010

To improve the early years provision the registered person should:

- recognise the value of quality improvement through, for example, using the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review, assessing what the setting offers against robust and challenging criteria.

The effectiveness of leadership and management of the early years provision

The children are not fully safeguarded because the childminder has limited understanding of the requirements of the Local Safeguarding Children Board guidelines and the procedure does not fully reflect the requirements of the Early Years Foundation Stage framework in order to support her practice should the need arise. The childminder also did not notify Ofsted of a change of address within the required timescales and this is a breach of requirements. Risk assessments have been completed for the premises though mouthwash was within easy reach of the children in the bathroom. Required documentation is in place and in order, with comprehensive signed consents from parents covering all aspects of their child's care. This is good practice and supports the child's individual needs.

There are currently no formal systems for monitoring the progress of the provision though the childminder has identified some areas for development. She has been proactive in developing systems for assessing risk and for monitoring children's development through using a range of methods for support and guidance including the local authority. Her first aid certificate has lapsed, however the childminder intends to update this.

There is a dedicated playroom to which the children have independent access. Resources and equipment are stored in easily accessible drawers, labelled with words. Drawers and boxes are currently a little disorganised, with nappies stored in the same shelving unit as toys and drawing equipment. The childminder promotes equality and diversity through a range of resources. Individual developmental needs, however, are not fully understood because monitoring systems and the childminder's understanding of the Early Years Foundation Stage are weak.

Parents benefit from a satisfactory relationship with the childminder. They receive

a wealth of information prior to their child starting and give sufficient detail to ensure their child's care needs are in accordance with their wishes. This ensures their needs are met. There is a verbal daily exchange of information about care needs, however insufficient input is requested from parents about their child's progression towards the early learning goals. This means that information is not fully available to give an all round picture of the child.

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

The childminder demonstrated that there is a wide range of easily accessible, age-appropriate resources covering all areas of learning. The dedicated playroom affords plenty of natural light and the children's creations are displayed on the walls. While the gardens are currently not suitable for use, minded children enjoy plenty of fresh air through walks to the park and the shops. They enjoy creative activities including play dough, paints and colouring books. This also helps them to develop fine motor skills. There is a wealth of push button toys and the childminder shares books with the children. This helps them to understand about cause and effect and that print carries meaning. There is a wide range of jigsaws for developing mathematical concepts and problem solving skills and the childminder explains that children like to sing and dance to music. The children learn to behave appropriately through the clear rules of the house which are displayed in the playroom. The childminder uses a range of positive strategies to promote good behaviour and praises a job well done.

The childminder's knowledge of the Early Years Foundation Stage framework is weak and the underpinning principles have not yet been implemented. The children's progress is not adequately monitored as there are no clear starting points or methods to support their progress towards the early learning goals. This means progress is inadequate.

The children learn to be safe through role modelling by the childminder. There are clear boundaries in place, many of which are to prevent accidents, and the childminder refers children to these. They benefit from a wide range of home made meals and snacks, always in accordance with individual dietary requirements or parental wishes. The children enjoy shepherd's pie or lasagne for dinner for example, or wraps with a variety of fillings for their lunch. The childminder reminds them to drink water and ensures hygiene standards are maintained both during the preparation and eating of meals.

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	3

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	4
The effectiveness of safeguarding	4
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	4

The quality of the provision in the Early Years Foundation Stage

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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	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 (Welfare of children being cared for) 22/05/2010
- ensure all required procedures are available in writing (Providing information to parents) 28/07/2010

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 (Welfare of children being cared for) 22/05/2010
- take action as specified above (Providing information to parents) 28/07/2010