

Inspection report for early years provision

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Inspection date	25/11/2009
Inspector	Rasmik Parmar
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 was registered in 1987. She lives with her husband who is a registered childminder in a house in Sowerby Bridge, Halifax. The whole of the ground floor and the bathroom and toilet on the first floor is available to children. There is an enclosed garden available for outdoor play. The childminder is close to local amenities, including a library, parks, playgroups and shops.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to eleven years. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The family have two cats and two dogs as pets. 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 are kept safe in the welcoming and child-friendly environment. The childminder's lack of knowledge of the Early Years Foundation Stage (EYFS) has led to her not delivering the learning and development requirements. Children's starting points are not known and there are no assessments made due to a lack of observations. Hence, there are no identified next steps to help children move towards the early learning goals. Parents are not provided with information about their child's progress and links with other settings who provide the EYFS have not been established. All this contributes to a breach of requirements. The childminder has ineffective systems in place for self-evaluation of the provision for better outcomes for children. The capacity to maintain continuous improvement is limited. The childminder has updated the policies and procedures but they do not reflect the EYFS.

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:

- update knowledge and understanding of the Early Years Foundation Stage learning and development requirements, so that children are provided with an educational programme, to enable them to make progress towards the early learning goals (Early learning goals) 20/01/2010

- find out children's starting points and plan suitable activities to enable them to make progress towards the early learning goals (Early Learning Goals) 20/01/2010
- ensure observational assessments are linked to the areas of learning to clearly identify children's next steps of learning towards the early learning goals (Educational programmes) 20/01/2010
- provide parents with information about their child's progress towards the early learning goals to effectively support and extend learning at home (Educational programmes) 20/01/2010
- develop links with other providers where children attend more than one setting to ensure coherence in children's learning (Educational programmes). 20/01/2010

To improve the early years provision the registered person should:

- develop ongoing systems for self-evaluation to ensure identified areas for continuous improvement are addressed so that outcomes for children are improved through personalised learning, development and support
- update the policies and procedures to accurately reflect the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of her legal responsibilities regarding the safeguarding of children and the procedures to follow if concerns arise. She has a good understanding of the types and signs of child abuse and is able to quickly identify and obtain support for a child at risk. The childminder carries out regular risk assessments of her home and has identified that the rear garden is currently not suitable for use by children. The childminder is clear about the evacuation procedures to follow if there is a fire and has a fire blanket displayed in the kitchen.

The childminder's home is welcoming and has a good range of resources and furniture to enable children to play, rest and eat comfortably. Resources, which promote equality and diversity, are stored at child height so that children can independently access them. Children learn about the differences that exist in people as they come into contact with people with special educational needs and/or disabilities. Their understanding of the wider world is promoted through research on the internet.

The childminder has written policies and procedures which are shared with parents. However, the policies and procedures do not accurately reflect the EYFS as some of the headings used refer to the National Standards. The childminder provides parents with verbal feedback when they come to collect their child. However, information about children's progress towards the early learning goals is not shared with parents to support and extend learning at home. Children in the

care of the childminder attend other settings such as nurseries. The childminder has not established links with them in order to ensure information is shared for coherence and continuity in children's learning.

The childminder completed the Ofsted self-evaluation form online but it is ineffective as identified areas for improvement have not been addressed. Also, early years support workers have visited the childminder to help with bringing the practice up-to-date but improvements made are not sufficient to meet the requirements of the EYFS. Hence, there has been minimal improvements made and outcomes for children are compromised.

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

The childminder's lack of knowledge of the EYFS leads to children making minimal progress towards the early learning goals. The childminder maintains a scrapbook for each child with photographs and for some children there are random observations. However, there is no clear system to find out children's starting points so that an individualised programme of activities can be planned to move children on in the six areas of learning. The childminder does not have a clear understanding of making an assessment of the observations in order to identify the next steps in children's learning.

The home environment is organised sufficiently so that they can access resources independently and safely. Children develop skills for the future as they explore interactive toys and musical instruments. Their language development is encouraged by the childminder asking open-ended questions and opportunities for reading and writing. Children learn about problem solving through interacting with puzzles and games. They learn about numeracy from everyday routines such as counting.

The childminder follows suitable nappy changing procedures for babies and children learn about hygiene as they use hand cleaning gels before eating. Children learn about keeping themselves safe in their daily activities as they discuss road safety with the childminder and regularly practise fire evacuation procedures.

The childminder ensures that children can access drinking water whenever they wish and that the children's individual dietary requirements are always appropriately met. She ensures they are provided with healthy meals and snacks throughout the day. Children have regular opportunities to play in the fresh air and for physical exercise. They enjoy visiting the nearby park and using the climbing equipment. Children form positive relationships with the childminder and show regard for each other. They are well behaved and their artwork is displayed on the conservatory window to boost their confidence.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	4
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	2
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:	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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