

Inspection report for early years provision

Unique reference number	EY314153
Inspection date	09/02/2010
Inspector	Cathryn Parry

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 2005. She lives with her son aged three years in the residential area of Sunderland in Tyne and Wear. The whole ground floor of the childminder's home is used for childminding. She has a dog and a rabbit as pets. The childminder cares for children on weekdays from 7am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child 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 collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder offers a warm, caring and friendly welcome to all children and their parents. She provides a range of experiences to give children suitable opportunities to make progress. Some areas are better resourced than others. Systems for planning activities and observing children are not effective. This is also true for links made with other providers where children receive care and education in more than one setting. All of the required written permissions are not requested at the time of the child's admission to the provision. Methods for evaluating the service provided are not implemented well, as the childminder does not have a good knowledge and understanding of the Early Years Foundation Stage (EYFS). This results in continuous improvement not being maintained and a number of the requirements not being met.

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:

- develop systems for planning activities and observing children to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.(Organisation) 09/03/2010
- request written parental permission at the time of the child's admission to the provision, to the seeking of emergency medical advice or treatment in the 16/02/2010

- future.(Safeguarding and promoting children's welfare)
- implement procedures to share information and ensure that the provision is complementary to that provided in other settings, in order to tailor learning to meet children's individual needs.(Organisation) 09/03/2010
 - implement effective systems to evaluate the care and education provided to drive and secure improvement, including addressing previous recommendations to ensure continuous improvement is made, in order to meet children's individual needs.(Organisation) 09/03/2010

To improve the early years provision the registered person should:

- gain written permission from parents for children to take part in outings
- develop further resources to nurture children's understanding of peoples different needs
- develop childminder's knowledge and understanding of the EYFS, to ensure she has a clear understanding of her role and responsibility.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and demonstrates a suitable understanding of related issues. Consequently, children are appropriately protected. Risk assessments take place within the childminders home and on outings to reduce the chance of accidental injury occurring. The childminder has not requested written permission from parents to seek emergency medical advice or treatment in the future and has not gained written consent for outings. These impact negatively on children's well-being and meeting parents wishes. The childminder has attended some training over the past twelve months, for instance with regard to first aid and some areas relating to the EYFS. Resources are stored in a large cupboard, which children have free access to, which encourages their independence.

The childminder has started to evaluate the learning and development opportunities she provides. She gains feedback from parents to give her a broader view of the service offered. However, she has not effectively identified areas of weakness and has not positively addressed all the recommendations raised at the previous inspection. This has a negative impact on children's welfare and meeting their individual needs.

The childminder speaks to parents on a daily basis to ensure they are informed of the activities their children have enjoyed. This enables them to continue their children's learning at home through highlighted experiences. Links have not been formed with other practitioners where children receive care and education in more than one setting. This impacts negatively on continuity and cohesion. The childminder demonstrates a positive attitude to working with other professionals, such as, speech therapists to meet any specific needs.

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

The childminder has attended some of the training provided by the local authority on the EYFS. However, she does not demonstrate a good understanding of the requirements and her role and responsibility with regard to them. Children are happy, settled and relate well to the childminder, as she joins in with their play. They benefit from a flexible routine, including a balance of child-centred and adult-led activities. A positive and consistent approach to managing behaviour is employed, which takes into account children's understanding and maturity. Her confident approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to an adequate selection of resources, with regard to different ethnicities. However, there are no resources showing positive images of disability. This results in children's awareness and understanding of people's different needs not being effectively nurtured. They use information and communication technology to support their learning, for example, when they use a laptop computer to complete number and letter games. Children's communication skills are fostered well through various activities including songs and rhymes. They gain confidence when using number, for example, as they count the money when playing pretend shops. A variety of creative activities, including finger painting, cutting and sticking, promote children's self-expression whilst having fun. The childminder does not carry out effective observations in order to inform her of children's achievements in each area of learning. This results in her not being able to carry out informed planning, tailored to meet individual needs to ensure progress towards the early learning goals.

Children are welcomed into clean and well-kept premises where they have ample space to play. All children are able to rest and sleep according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. An example of this is when they visit a soft play centre to develop and test their physical skills. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. These include fruit, curry and pasta dishes. Children are learning suitable personal hygiene, including washing their hands before eating and after using the toilet. Children do not generally attend if they are ill to reduce the risk of cross infection. They are kept safe on outings, as they learn road safety procedures and understand simple rules, such as, crossing the road using the crossing patrol officer. Children experience suitable levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Regular fire drill practises raise their awareness of how to keep themselves safe.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met