

## Inspection report for early years provision

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<b>Unique reference number</b>	300079
<b>Inspection date</b>	11/11/2009
<b>Inspector</b>	Lynn Rodgers
<b>Type of setting</b>	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 1996. She lives with her husband and one adult child, in a mid-terrace house in a suburb of Sheffield. The ground floor rooms are used for childminding, plus the front bedroom and there is a fully enclosed garden available for outside play. Care is offered Monday to Friday, all year round. The childminder is registered to care for a maximum of four children under eight years old, at any one time, when working alone or with another childminder. The childminder is currently minding one child, in the early years age group. The childminder walks or drives to local schools to take and collect children. The childminder attends the local parent and toddler group and regularly meets with fellow childminders and is building relationships with other providers of early years care and education.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The provider demonstrates little understanding of her strengths and areas for development, which effectively contributes to the ongoing improvement of the service. There are many issues regarding the organisation of the setting to be addressed, to effectively ensure the welfare requirements are fully met. Several breaches have been made regarding documentation and how children's progression is effectively monitored. Children are included and valued, but are not sufficiently monitored and assessed to enable the childminder to see their natural progression.

There is very little written evidence of the required documentation and only children's records sheets, parent's contracts and the register, are in place. The childminder does not clearly record the children's progress and has just begun to make very basic observations about what they do. There is no structured planning of suitable activities for the children, although the childminder does establish their likes and dislikes and sets out toys they are interested in.

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:

- implement procedures for safeguarding children and share this with parents (Safeguarding and welfare) 03/12/2009

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and welfare) 03/12/2009
- develop a suitable system for risk assessment and keep a record of any hazards and the action taken (Safeguarding and welfare) 03/12/2009
- implement a procedure for lost or uncollected children (Safeguarding and welfare) 03/12/2009
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to obtain who has parental responsibility for the minded children (Documentation) 03/12/2009

To improve the early years provision the registered person should:

- plan a range of activities that focuses on working towards the early learning goals
- carry out and keep a record of observations and assessments for the minded children
- develop a system for self-evaluation and reflecting on practice.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding procedures are satisfactory, although the childminder has no written statement, she verbally demonstrated suitable measures to ensure children are safe and secure. She has some knowledge of the procedures to follow and would contact Ofsted if she has any concerns. There is no written risk assessment and little evidence to support this is carried out on a regular basis, however all safety requirements are in place. The quality of self-evaluation is inadequate, because the childminder does not reflect on her practice and has no evidence of how she gathers and shares relevant information. She has built positive relationships with parents, but links with others supporting children's care and education are not strong enough to ensure individual needs are met and the views of others are rarely sought. Resources are plentiful but not used effectively to support children's learning and development. The planning and use of resources is underdeveloped, resulting in children not achieving to their full potential, or achieving set goals for their learning development.

The childminder has a positive attitude towards equality and diversity and ensures all children are welcomed into the setting and respects parent's wishes. The childminder has shown some capacity to improve by addressing most of the recommendations raised at the last inspection. Resources are effectively used, through daily rotation and taking children's interests into account. Children are able to make some choices about what they play with. Toys and equipment are in good condition and fit for purpose. Positive relationships with parents are established and they share all relevant information verbally.

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

The children are happy and settled, willing to take part in activities and are able to make some choices regarding what they do. They are beginning to display a sense of belonging and confidence. However, they are not developing the social and learning skills that will equip them enough for the future, as they spend most of their time with the childminder. The childminder does not record evidence to support that the children are making sufficient progress in all areas of learning, in relation to their starting points and capabilities. Babies and young children are starting to develop a sense of security and confidence within the setting due to the childminder's interaction with them. The children have some opportunities to engage in physical exercise and are beginning to be aware of healthy eating. Overall, babies and young children's health, physical and dietary needs are adequately met. They are beginning to gain some understanding of diversity through activities and experiences they participate in. The childminder has appropriate methods for the safe management of children's behaviour and most children behave satisfactorily. Younger children are beginning to learn early skills, such as basic numeracy and language development.

The childminder's knowledge of the learning and development and welfare requirements is limited and the specific requirements, which have a significant impact on children, are not fully met. The systems are inadequate and some records, policies and procedures are missing. The childminder does not have a clear enough understanding of the six areas of learning and her observations are not frequent or accurate enough, to fully monitor children's progress and to plan appropriate activities. The partnerships with external agencies are not sufficiently developed to enable the childminder to access further training and knowledge.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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(CR2 Arrangements for safeguarding Children) 03/12/2009
- take action as specified in the Early Years section of the report(CR7 procedures for dealing with complaints) 03/12/2009
- take action as specified in the Early Years section of the report (CR8 records to be kept) 03/12/2009

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 (CR8 Records to be kept) 03/12/2009