

Inspection report for early years provision

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Inspection date	15/10/2009
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.

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 1995. She lives with her husband in a house in Illingworth, Halifax. The whole of the ground floor is used for childminding. 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 three children in this age group. She also offers care to children aged over five years to eight years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The family have one pet dog.

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.

The childminder has little understanding of the Early Years Foundation Stage, (EYFS) learning and development requirements. She does not observe and assess children's progress in order to identify the next steps in development towards the early learning goals. Also, she does not provide parents with information about their child's progress. The childminder does not have systems in place for self-evaluation of her provision for better outcomes for children. The capacity to maintain continuous improvement is restricted. The childminder has not maintained a current first aid certificate.

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 to support children's learning and development, and progress towards the early learning goals (Early learning goals) 10/12/2009
- ensure observational assessments are linked to the areas of learning and clearly identify children's next step of learning towards the early learning goals and put procedures in place to share this information with parents (Educational programmes) 10/12/2009

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. Ensure that there is at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare).

10/12/2009

To improve the early years provision the registered person should:

- develop on-going systems for self-evaluation to ensure identified areas for improvement are addressed so that outcomes for children are improved through personalised learning, development and support.

The effectiveness of leadership and management of the early years provision

Risk assessments are used effectively in the home and for outings to ensure children's safety. The childminder has a clear understanding of her legal responsibilities regarding the safeguarding of children and the procedures to follow if concerns arise. The childminder has not maintained a current first aid certificate, which was due to be renewed but she could not attend because she was poorly at the time of the course. This is a breach of requirement. However, the childminder has booked to attend a first aid course so that she can continue to protect children.

The childminder's home is welcoming and child-orientated. A good range of play materials and furniture are provided enabling children to play, rest and eat comfortably. Resources, which promote equality and diversity, are stored safely, enabling older children to see and choose what they want to play with.

Links with other settings have not been established yet as children in the early years age group are solely in the care of the childminder. The childminder is aware of her responsibility in establishing links with other settings, such as pre-schools and nurseries, once children use those services, to ensure continuity of care.

Information is shared sufficiently with parents to enable the childminder to provide an inclusive service. However, since the childminder does not have adequate knowledge of the learning and development requirements, she does not provide parents with details about their child's progress towards the early learning goals. The necessary records, documentation, policies and procedures are satisfactorily maintained and are shared with parents as part of partnership working.

The childminder does not have systems in place for self-evaluation of her provision to identify her strengths and areas for improvement. Although she is not sufficiently familiar with the EYFS to deliver all the learning and development requirements, no steps have been taken to address this. Hence, the necessary improvements have not been met.

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

Children are happy, relaxed and enjoy the time they spend with the childminder. They have free and safe access to a good range of resources and happily make independent choices of what to play with. However, the childminder's lack of understanding of the EYFS learning and development requirements means that the progress they make is not linked to the six areas of learning and their next stage of learning is not clearly identified. Hence, children are making poor progress towards the early learning goals.

The childminder provides suitable care for younger children and ensures that care routines are followed after liaising with the parents for consistency of care. She interacts well with younger children by providing emotional support through play with a suitable range of activities. However, the childminder is not sufficiently knowledgeable about providing older children with activities and resources to extend their learning. Also, the childminder does not carry out observations of children so that she can make assessments of their stage of development. This results in very limited outcomes for children.

Children feel safe and secure in the setting, through the childminder establishing warm, trusting relationships. Children are able to talk to the childminder and feel settled and confident to explore.

They learn about road safety on outings and younger children wear wrist straps and harnesses for their safety. Children enjoy healthy meals and snacks with plenty of fresh fruit and vegetables. They have access to water at all times as part of promoting healthy living and encouraging their independence. All dietary needs are discussed with parents.

Children enjoy consistent and familiar routines for acceptable and desirable behaviour, promoting positive attitudes and a sense of responsibility for themselves and others as they play with a small selection of toys that promote positive images of diversity and culture. Children are developing a wide range of skills for the future, through discussion around a range of topics and subjects as they arise.

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	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

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	3
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:

- complete a paediatric first aid course (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register) 10/12/2009

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 stated in the compulsory part of the Childcare Register (Welfare of the children being cared for). 10/12/2009