

Inspection report for early years provision

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Inspection date	30/11/2009
Inspector	Susan Marriott
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 1996. She lives with her husband and two children aged 19 and 12 years, in their house in Houghton Regis, near Luton and Dunstable. The ground floor of the property is used for childminding. There is a toilet on the ground floor. There is an enclosed rear garden for outdoor play. The local schools and shops are within walking distance and there is a park nearby. 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 the early years age group. This provision is registered by Ofsted on the Early Years Register and both 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.

Overall, the provision is inadequate because the childminder does not have any knowledge or understanding of the Statutory Framework for the Early Years Foundation Stage. She promotes many aspects of children's daily welfare with success, ensuring that they are generally secure and happy. Children are well-engaged in play-based activities in an appropriately inclusive manner, although the childminder has not implemented the learning and development requirements. There is an adequate working partnership with parents which ensures they are kept suitably informed of issues relating to their child's care and learning. The childminder does not yet use any form of self-evaluation to identify key strengths and areas for development.

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:

- gain knowledge and understanding of the Learning and Development requirements in order to plan and provide a challenging and enjoyable experience for children in a way which reflects their individual needs and interests (Organisation) 31/12/2009

To improve the early years provision the registered person should:

- develop the use of the self-evaluation form and quality improvement processes as the basis of on-going internal review, assessing the quality of provision against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

Basic written records and verbal policies and procedures underpin the generally safe management of this warm and homely childminding setting. Children are adequately safeguarded because the childminder has sufficient knowledge of procedures to follow in the event of concerns arising and adults living in the household have been suitably checked. However, the individual needs of children are not met because the childminder is not implementing the framework for the Early Years Foundation Stage. The childminder has no knowledge of the learning and development requirements and is not observing and assessing children's progress in line with these.

Preventative action is taken to address identified hazards and minimise the risk to children and children have a clear understanding of the house rules. For example, children know that they must never open the kitchen cupboards. The childminder now conducts a basic risk assessment and keeps a record of this to meet requirements. The childminder has not yet reviewed her practice in order to identify strengths and weaknesses in order to secure continuous improvement.

Children can readily access toys and equipment and this ensures that they develop personal independence and the ability to make choices and decisions. The childminder devotes her time and attention to the children during minding hours, effectively promoting incidental learning through interactive play. Effective links with the parents and carers enable the childminder to tailor activities to the individual children in her care. For example, the childminder ensures that she makes time for daily conversations with parents upon delivery and collection of children.

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

The childminder intuitively covers the six areas of learning within her activities, ensuring that children spend some time each day in the fresh air and learn to persevere and concentrate through puzzles and books. They are beginning to extend their vocabulary and learn about early numbers, shapes and colours. However, the childminder does not link her activities to the learning and development requirements and does not build the learning goals into her daily routine. This has a negative impact on children as activities are not always based upon the children's interests and abilities and do not always underpin their developmental progress.

Children are happy in the childminder's care and enjoy an adequate range of indoor and outdoor play activities provided by the childminder. During the inspection, children play imaginatively and contentedly with some Disney animals. They put the characters into a plastic dolly bath and move it around the carpet singing familiar rhymes such as 'Row, row, row the boat'. The childminder helps

the children to count the toys as they are placed in the 'pretend boat', thus supporting children's numeracy skills through play. The children arrange dollies and teddies on the sofa to watch television and confidently sing 'When Santa got stuck up the chimney' to their childminder and visitor. The childminder interacts appropriately with the children, answering questions and extending their conversation. For example, she encourages them to press the teddy's tummy to see what might happen and the children laugh with delight when the teddy 'growls' in response.

Suitable documentation is maintained relating to accidents, medication and incidents and the childminder promotes suitable systems to prevent the spread of cross-infection. Effective procedures are in place, protecting the children's health and well-being. Sufficient steps are taken to prevent cross-infection and procedures include dealing with sick children. The childminder has renewed her first aid qualification to enable her to meet the needs of children in a medical emergency. Children's behaviour is well-managed as the childminder sets clear boundaries and consistent expectations. Clear, effective, strategies ensure their social, physical and economic well-being are appropriately met.

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	3
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:	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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