

## Inspection report for early years provision

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<b>Unique reference number</b>	EY103696
<b>Inspection date</b>	05/01/2010
<b>Inspector</b>	Hazel Meadows
<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 two children aged 11 and 13 in a house in Colchester, Essex. There is level access to the premises and there is a ground floor cloakroom. The whole of the ground floor is used for childminding activities and children predominantly play in the lounge and dedicated playroom. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in the early years age range, two of whom attend part-time. She also offers care to children aged over five years. The childminder supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The childminder is a member of the National Childminding Association (NCMA). She walks children to and from local schools and pre-schools and attends local toddler and craft groups. She takes children to local parks and play areas and to nearby places of interest.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are happy and settle well in the warm, welcoming, home-from-home environment. They are offered a broad variety of play and learning experiences and make satisfactory progress through the Early Years Foundation Stage (EYFS). The childminder has a good understanding of the children's individual needs and maintains positive and trusting partnerships with parents. However, she does not systematically self-evaluate her practice to identify areas for improvement and known weaknesses are not addressed. The childminder's insufficient knowledge and application of the learning requirements and the omission of some of the welfare requirements have had an impact on the overall judgement.

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 observation and planning to effectively monitor each child's progress and identify their next steps towards the early learning goals (Organisation) 01/03/2010

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| • maintain a current paediatric first aid certificate (Suitable people) (Also applies to both parts of the Childcare Register)                            | 01/03/2010 |
| • obtain prior written consent from parents for each and every medicine before medication is administered (Safeguarding and promoting children's welfare) | 05/01/2010 |
| • conduct a risk assessment and review regularly, maintaining a record of when it is checked (Suitable premises, environment and equipment)               | 01/03/2010 |
| • implement a clearly defined procedure for emergency evacuation (Suitable premises, environment and equipment)   | 01/03/2010 |
| • maintain current Public Liability Insurance (Suitable premises, environment and equipment) (Also applies to both parts of the Childcare Register)       | 05/01/2010 |

To improve the early years provision the registered person should:

- acquire an up-to-date knowledge of local safeguarding policies and procedures to promote the protection of children
- increase knowledge of the EYFS to ensure the requirements of the EYFS are implemented in practice
- develop partnerships with others delivering the EYFS to promote continuity and progression for the children
- carry out a regular emergency evacuation drill to ensure that it is effective and that children are familiar with the routine
- establish a method of self-evaluation to highlight strengths and to identify, and pro-actively rectify, areas for improvement and development.

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

The childminder mostly organises her home, resources and time well to support the children's individual needs and routines. She has a basic understanding of safeguarding children and a written safeguarding policy is in place. However, she does not have any guidance publications, or the local safeguarding board procedures and contact details, to refer to should she have concerns about a child. She has not undertaken any safeguarding training to update her knowledge which could hinder her ability to implement procedures appropriately, if required. The childminder maintains a satisfactory level of safety and hygiene, however, risk assessments are not recorded for her home and evacuation routines are not clearly defined or practised, which could, potentially, compromise children's safety. Written parental consent is not always obtained prior to the administration of medication and the childminder's first aid certificate has expired, which could impact on children's health and wellbeing.

The childminder has a copy of the Statutory Framework for the EYFS, however, she is not familiar with several of the requirements. Consequently, there are some omissions in her documentation, knowledge and practice which could have a

detrimental effect on the safety and welfare of the children. The childminder has addressed two of the recommendations made at her previous inspection, however, the requirement to maintain a current first aid certificate, has lapsed for the second time. No evidence is available of current Public Liability Insurance. There is no systematic method of self-evaluation to identify areas for improvement or further development and known weaknesses have not been pro-actively addressed.

Children benefit from the positive and trusting partnerships the childminder develops with their parents. She encourages frequent two-way communication to ensure each child's individual needs are met and to promote continuity of care. Parents are kept well informed of their children's welfare and activities by verbal feedback and daily written diaries. References recently received from parents are positive regarding the quality of care provided by the childminder. The childminder receives information through her membership of the NCMA, however, links with other settings providing the EYFS are limited.

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

The childminder organises her home, resources and time well to support the children's individual needs and routines. Children are happy and relaxed in the childminder's warm and attentive care and settle well. She plays with them at their level, using some opportunities to promote and extend their learning and enjoyment of activities. Toys are plentiful and varied to provide ongoing interest and challenge. They are stored in the dedicated playroom and are readily accessible to the children, enabling them to make their own selections, increasing their independence. The childminder has a positive and inclusive attitude and approach towards diversity, which is reflected in her policies and in some of the resources and books. All children are welcomed and included and their individuality is respected and valued. Children respond very positively to the childminder's calm approach and are generally well behaved. They are learning consideration for others and to share resources. They are encouraged to help tidy up their toys after use, to ensure sufficient space to safely play in.

The childminder has a sound knowledge of child development. However, her knowledge of the EYFS framework is limited and she has not established a method to monitor or plan for children's individual progress towards the early learning goals. The childminder offers a reasonable balance of adult-led and child-initiated activities, following some of the children's interests and ideas and also introducing new experiences to them. Children have opportunities for craft activities through visits to local craft groups where they enjoy painting, sticking and exploring a variety of textures and media. Children's imaginative play is supported with dressing-up clothes and props, small world toys. A varied selection of age appropriate books are readily available and appealingly presented. Children browse through them and are learning to handle them appropriately. They benefit from visits to the local library where they can select additional books.

Children are developing healthy lifestyles as they enjoy regular outdoor play. They

use the small, but well equipped, garden and also benefit from walks and visits to local parks and play areas. They develop their physical skills and competence on play equipment such as a climbing frame, trampoline and ride on toys. They also develop co-ordination with bats and balls. Babies and toddlers have space and opportunity to move around and learn to walk confidently with positive encouragement from the childminder. Healthy snacks, such as fruit and pancakes are offered and drinks are readily available, ensuring children are well hydrated. The childminder promotes children's understanding of safety through regularly practised routines such as road safety. They play in a safe and secure environment, although further improvements regarding the childminder's practice and documentation are required to maximise the children's safety overall.

## 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	2
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	4
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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 (Suitable people) 01/03/2010
- take action as specified in the early years section of the report (Suitable premises, environment and equipment) 05/01/2010

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 (Suitable people) 01/03/2010
- take action as specified in the early years section of the report. (Suitable premises, environment and equipment) 05/01/2010