

Inspection report for early years provision

Unique reference number	141292
Inspection date	15/10/2009
Inspector	Cordalee Harrison
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 1998. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young adults who are aged 16 and 18 years. They live in Bletchley, Milton Keynes, Buckinghamshire. Childminding activities are contained to the ground floor of the home, where children have access to the living and dining rooms and a bedroom for sleeping. Washing and toilet facilities are at this level and there is a securely fenced rear garden for children's outside activities. The childminder's home is within walking distance of local amenities such as school, shops, parks and preschool.

The childminder is registered to care for a maximum of six children under eight years at any one time. Of these, three may be in the early years age range. The childminder may also work with an assistant, when she is working with an assistant. They may care for a maximum of six children under eight at any one time. Of these, six may be in the early years age range at any one time. Currently, there are 10 children on roll; of these, four are in the early years age range, two are in the compulsory age range and four are in the voluntary age range of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder interacts with children in a caring manner, but her knowledge and understanding of the welfare requirements is insufficient to enable her to take the necessary steps to safeguard and promote all aspects of children welfare. However, through the opportunities she provides for learning and development she achieves some good outcomes for children. For example, children participate in a wide range of stimulating purposeful play, they play freely and make effective use of the play opportunities that are available to them. The actions that the childminder has taken since the last inspection, demonstrates some capacity for improvement. She has addressed some of the recommendations made. For example, she has improved the resources to raise children's awareness of diversity and children use resources that are appealing to both genders. However, the childminder does not make effective use of the process of self-evaluation. For example, she does not realise that her knowledge of safeguarding children is very basic; therefore, she has not prioritised this as an area for improvement.

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 knowledge of the welfare requirements and ensure that they are met consistently in a way that reflects the needs of the individual children and is appropriate for the setting (Organisation)(also applies to both parts of the Childcare Register) 15/01/2010
- develop knowledge of all aspects of safeguarding and take all of the necessary steps to safeguard and promote the welfare of children (Safeguarding and promoting welfare)(also applies to both parts of the Childcare Register) 18/12/2009
- implement an effective policy on administering medicines to children and keep written record of all medication administered to children, and inform parents (safeguarding and promoting welfare)(also applies to both parts of the Childcare Register) 30/10/2009
- make sure that Ofsted is notified of all significant changes or events as soon as is reasonably practicable, but in any event within 14 days of the event occurring (Safeguarding and promoting welfare)(also applies to both parts of the Childcare Register) 30/10/2009

The effectiveness of leadership and management of the early years provision

The childminder's understanding of safeguarding and promoting welfare is very limited. She relates it to relevant areas, such as safety in the home, food and hygiene and child protection. However, her practices indicate that she does not fully understand how to apply the principles of safeguarding to all aspects of her daily practice. This results in a number of requirements that are not met. For example, she does not comply with regulation to inform Ofsted of significant events. Her failure to do this prevents the registering authority from following its policies and procedures to act in a timely manner to ensure that all of the appropriate steps are taken to safeguard the welfare of all of the children. In addition, she does not maintain record of medication that she administers to children. Failure to meet the requirements of the Early Years Foundation Stage means that there is no assurance for parents about the quality of care that their children receive. In addition, the childminder's knowledge of child protection is insufficient to deal with issues of concern. For example, she is not clear about lines of communication to deal concerns about child protection concerns; she does not identify the local Children's Services as the first point of contact. The childminder addresses some aspects of safety appropriately. For example, children do not have access to hazardous substances; fire-fighting equipment is in place and in working order. The risk assessments cover some aspects of safety in the home, as well as activities outside of the home. Although the childminder exchanges information with parents daily, which helps her to meet children's individual needs and promote some aspects of equality and diversity; she does not engage all parents effectively in all areas to promote their children's welfare. For example, parents

provide children's meals; however, the nutritional value of some of the food that parents provide is minimal. This means that not all children consistently benefit from well-balanced and nutritious meals. The childminder has started to use the process of self-evaluation to assess her practice. The areas that have benefited most from this process are learning and development. For example, the provision is well resourced with ample play equipment that is age and stage appropriate, activities are stimulating and appealing to all children. However, overall, the process is not used to good effect. The childminder does not recognise a number of weaknesses in her practice. For example, she has not prioritised safeguarding and promoting welfare as an area for improvement. In addition, she has little awareness of her role to work in partnership with practitioners of other settings when children receive care and education from more than one provider. Therefore, she has not put strategies in place for effective partnership working with other practitioners. The childminder's self-evaluation is not sufficiently thorough to help her to properly drive improvements in all areas of her provision.

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

The childminder's interaction with the children is generally warm and caring. She is aware of the six areas of learning and plans activities well to ensure that children make connections across all areas as they learn through play. Children use ample good quality resources and regularly experience play indoors and outside of the home. They are eager to play they engage in individual and parallel play. The childminder gives them appropriate levels of support and this encourages them to begin to experience group activities. The childminder intervenes in children's play at appropriate times. She uses suitable behaviour strategies, which help children to consider others, and sets the expectations for good behaviour. This helps children to learn to manage their behaviour and promotes their social and emotional development. Easy access to good quality resources, help children to make purposeful choices and to develop their individual learning styles. Children make choices about their activities and the childminder is responsive to them. For example, they let her know that they would like to play in the garden. They learn about self-care as they dress warmly before going outside. However, the childminder does not use all of the opportunities that arise to extend this area of children's learning. For example, although children clean their hands with wet wipes regularly after activities and before eating, this does not help them to associate hand washing with safe handling of food. Children are at ease in the childminder's care; through practical activities, children are developing their understanding of personal safety. For example, they learn about road safety and identify safe boundaries for behaviour as they participate in a range of activities outside of the home. They further develop this aspect of their learning as they regularly practise evacuation of the premises; they are learning what to expect in an emergency. However, not all safeguarding issues are addressed adequately. In addition, some practices, such as the manner in which some foods are presented to young children are not managed well to eliminate preventable risks for them.

Activities such as, singing, dancing, reading and exploring books and a variety of messy play are exciting and stimulating to the children. The childminder uses them

well to engage children, particularly those who are in the early years age range. Children develop better understanding of the natural world as they plant seeds and grow vegetables. They learn to care for other living things and learn that living things need water to grow. In addition, they learn about bugs and insects such as caterpillars that eat the vegetables and other plants in the garden. Children regularly participate in activities out in the wider community. This provides them with opportunities to meet and socialise with others outside of their family groups. Children experience a wide range of art and craft activities; they express their creativity as they engage in messy play, they develop skills for the future as they practise life skills in their role and pretend play. In addition, they use many modern and interactive play resources, which introduce them to technology. For example, children learn about cause and effect as they press buttons and make the play centres work. They dance to the music, laugh with glee and show their enjoyment, many of these resources reflect letters and numerals. The childminder has started to do observations for each child and although her records are relatively new, they demonstrate that she understands the principles of observations and planning for the next step in children's learning. For example, children's progression is linked to the expectations of the early learning goals.

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	3

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	2
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	2
The extent to which children develop skills for the future	2

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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 | 15/01/2010 |
| • take action as specified in the early years section of the report | 18/12/2009 |
| • take action as specified in the early years section of the report | 30/10/2009 |
| • take action as specified in the early years section of the report | 30/10/2009 |

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 | 15/01/2010 |
| • take action as specified in the early years section of the report | 18/12/2009 |
| • take action as specified in the early years section of the report | 30/10/2009 |
| • take action as specified in the early years section of the report | 30/10/2009 |