

Inspection report for early years provision

Unique reference number	EY341728
Inspection date	13/01/2010
Inspector	Marilyn Joy
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 has been registered since 2006. She lives with her husband and brother in a residential area of Southampton. Children have the use of the downstairs rooms which include toilet and washing facilities. Upstairs is not used. There is a fully enclosed garden for outside play. Local facilities, such as schools, pre-schools and parks, are nearby.

The childminder is registered for a maximum of six children under eight which includes three children in the early years age group. She is currently minding four children in the early years age group which includes three pre-school children. She also cares for three older school-age children. On occasions, she works with an assistant who mainly delivers and collects children from school. When working with an assistant, the childminder is registered to care for eight children under eight years, of these, six children may be in the early years age group. The childminder is registered on the Early Years Register and 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 childminder's capacity to improve and ability to meet the welfare requirements is hindered by her lack of knowledge of the Early Years Foundation Stage. She has attended some training to improve her knowledge and is beginning to review aspects of her practice. However, not all recommendations raised at the last inspection have been fully met.

Children are happy and settled in the care of the childminder who offers a comfortable and caring home environment. Arrangements have recently been introduced to support their progression towards the early learning goals.

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:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 27/01/2010
- maintain a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 27/01/2010

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) 12/03/2010
- maintain a written record of all complaints and the action which was taken as a result of each complaint (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 27/01/2010

To improve the early years provision the registered person should:

- develop robust systems of monitoring and evaluation to ensure the requirements of the Early Years Foundation Stage are implemented, children's learning and development are effectively promoted and continual improvement achieved
- develop the range of resources and activities to ensure children are appropriately challenged in all areas of learning and ensure positive images reflecting the diversity of society are included
- improve children's safety by ensuring cleaning materials are inaccessible to children at all times.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of child protection issues to ensure children are protected from harm, although she is not fully confident with the procedures to be followed should concerns be raised. The childminder has arrangements in place to promote children's health and safety whilst in her care. However, she has breached the regulations because she has not ensured her first aid qualification is up-to-date or maintained all of the required documentation to ensure children's welfare is fully safeguarded. The childminder is aware of sharing information about complaints with parents, but does not have a procedure in place for recording and logging complaints. Emergency arrangements are discussed with parents so that the childminder has a secure understanding of parents' wishes should a child have an accident, however, she has not obtained written consent for the seeking of emergency medical care. There are no records to confirm that risk assessments have been conducted for the premises or outings. Appropriate safety measures are in place throughout most of the play areas, although cleaning materials are kept in a low-level cupboard in the kitchen which can be accessed by the children. As a result, their safety is reliant on the childminder's vigilant supervision.

The childminder has a regular arrangement with an assistant who delivers and collects children from school. Parents are fully aware of this, although she has not maintained written records of these occasions. Attendance records are maintained for all children, as well as contracts and personal record forms details their individual needs. These documents were organised and available for inspection.

The childminder is dedicated in her care of the children and is keen to provide them with a happy and secure environment where they have space to play. She has evaluated some areas of her practice and identified strengths, such as,

promoting healthy eating and building partnerships with parents. However, she does not have a robust system for evaluating her own practice and identifying areas for improvement. Following recent training, she has begun to introduce systems for monitoring and evaluating children's progress. Although, these are not yet fully established so that children's next steps for learning can be identified in each area and tracked towards the early learning goals. Resources are easily accessible for children. However, there is not a wide range and few promote positive images reflecting the diversity of society.

Positive relationships are developed with parents. Time is spent exchanging information with them and agreeing arrangements for children's individual care. Settling-in visits are arranged to familiarise children with the new environment. The childminder also uses these opportunities to gather details of children's individual interests, home language and culture in order to help them to settle. Daily discussions help keep parents and the childminder up-to-date with children's activities and development. Partnerships are beginning to be initiated with other settings children attend in order to provide continuity in their care and learning.

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

Children enjoy spending time with the childminder. They respond well to her and younger children are keen to be picked up and cuddled when they have their bottle. Babies enjoy noisy toys and wiggle to the music activated when they press a button. They smile and giggle as they play. The childminder generally sits with the children and introduces key words to encourage their speech. She learns words from children's home language to develop their sense of belonging and value their own language. Babies attempts at talking are repeated and praised with a smile.

There is a suitable range of age-appropriate toys for younger children in the toy box. They can explore how things work and learn to build towers with bricks. They are introduced to numbers in a simple and relaxed manner as the childminder counts the objects on the activity centre. Books are usually borrowed from the library to offer variety. Arts and crafts materials are suitable for older children who enjoy drawing, making models and pictures with stickers. There are few opportunities for children to explore other mediums, such as paint, dough or water. Activities, such as cooking and gardening are organised, as well as trips to the park and the library. Resources are limited which restricts the opportunities to challenge and extend children in all areas of their learning and development.

Children learn about keeping themselves safe and how to behave from the guidance they receive. When walking to school they learn about road safety, the importance of holding hands and stranger danger. Evacuation procedures are practised with the children so that they become familiar with what to do. This also ensures the plan is effective. Clear rules in the home help children to understand how to behave and where they can play. They are praised when they do well which develops their confidence and self-esteem. Finger foods help babies to gain independence in feeding themselves and giving them a spoon to hold encourages this further.

Children are offered healthy and nutritious foods which comply with their individual dietary requirements and parental preferences. They all like cabbage so the childminder has planted seeds with them. When the cabbages are grown they will be able to eat them for their tea which will reinforce healthy eating and how things grow. Appropriate health and hygiene routines are followed and reinforce good habits with the children. Hand washing is encouraged and effective nappy changing routines followed. Since the last inspection the childminder's illness policy has been clarified with parents which ensures children do not attend if they are ill. As a result, the spread of infection can be prevented. The childminder does not have an up-to-date first aid qualification but is clear about how she would deal with emergency situations should children have an accident. Daily outings to school, visits to the park or going for a walk ensures children have plenty of fresh air and exercise.

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	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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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:

- maintain and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 27/01/2010
- maintain and implement a written statement of procedures to be followed in relation to complaints and share this with parents (Procedures for dealing with complaints). 27/01/2010
- take action as specified in the early years section of the report (Procedures for dealing with complaints) 27/01/2010

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 and the compulsory part of the Childcare Register (Procedures for dealing with complaints, Arrangements for safeguarding children) 27/01/2010