

Inspection report for early years provision

Unique reference number	121381
Inspection date	26/04/2010
Inspector	Louise Bonney

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.

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Description of the childminding

The childminder registered in 1992. She lives with her husband and adult child in a house in the Badshot Lea area of Farnham in Surrey. The house is close to local schools and shops. All areas of the property are registered for childminding although children only use the downstairs rooms. Access to the premises is good. Toilet facilities are available on the ground floor. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, no more than three may be in the early years age range. She has three children currently on roll in the early years age range, and two in the older age range, all attending part-time. The childminder provides care from Monday to Friday throughout the year. She shares the collection of older children from school with another childminder. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children develop friendly relationships with each other and the childminder and settle happily in her care. She adequately supports their general welfare but has not taken sufficient steps to improve her weak understanding of the Early Years Foundation Stage learning and development requirements. This leads to children continuing to make poor progress towards the early learning goals. The childminder has acted upon some actions set at her previous inspection, which improve children's safety. The childminder develops satisfactory partnerships with parents in order to meet children's individual needs, but has not yet established a two-way flow of information with other provision children attend in order to maintain continuity in their care and learning.

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:

- improve knowledge and understanding of the Early Years Foundation Stage to provide children with an education programme that will enable them to make progress towards the early learning goals in all areas of learning (educational programme) 27/05/2010
- undertake systematic observational assessment in 27/05/2010

- order to plan and provide experiences that give all children opportunities to play with ideas in different situations, both inside and outside (Organisation)
- provide children with a variety of resources that interest, excite and motivate their learning (suitable premises, environment & equipment) 27/05/2010
 - develop effective systems to ensure the individual needs of all children are met, to include self-evaluation and establishing links with other settings children attend (Organisation) 27/05/2010

The effectiveness of leadership and management of the early years provision

The childminder develops appropriate procedures for safeguarding children and shares these with parents. Her policy includes the procedure to follow if allegations are made against any household members and contact details for relevant agencies should she have any concerns. She seeks appropriate consents from parents, such as for the provision of emergency medical treatment. She carries out risk assessments for all aspects of children's care within the early years age-range and provides a safe and hygienic environment for them. This safeguards the children.

The childminder has taken some action following her last inspection. This has led to improvements in her safeguarding procedure and documentation and she is now more aware of how to support children's learning through their activities. She has not made any progress on her evaluation of her setting or identified clear targets for development, which impacts on her ability to continually develop her provision in order to meet children's individual learning and development needs. Her observational assessments of children's progress and knowledge of the Early Years Foundation Stage learning and development requirements remain weak and do not support the identification children's individual next possible steps. Activities are often repetitive and do not sufficiently reflect children's interests to stimulate their development and learning. Toddlers do not have daily opportunities to play outside although the garden has surfaces suitable for all weather use, and they have few opportunities to explore a wide variety of materials to stimulate their curiosity. The childminder provides some accessible resources which she occasionally rotates. These do not sufficiently reflect children's current interests, such as role play, and toys are not always in working order, which limits children's use of items such as the digital camera, supplied by the local authority to enhance children's access to technology. This does not help children develop their own play through making choices, or promote their independent learning and development. The childminder has booked a half-day workshop to help develop her understanding of the Early Years Foundation Stage, but has not otherwise sought advice and support from the local authority.

The childminder maintains links with parents and seeks information from them about their children's care and individual needs. She shows awareness of some activities the children do at home during conversations with the children, and

through verbal exchanges with parents and a shared diary informs them of children's daily activities and care. The childminder has not taken any steps towards developing a system to establish links with other settings children attend. This does not support continuity in their care and learning.

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

Children settle well and show confidence as they play together and move between rooms. They show clear understanding of how to behave appropriately and safely. The childminder helps older children reflect on how younger children do things differently, which encourages them to be patient as they tidy away the puzzles while toddlers try to unpack them. On outings children learn how to be safe near roads and use larger apparatus in the garden or at the childminders' group, such as wheeled toys and slides. This helps them identify risk and develop control. Toddlers follow their own routines, having a rest when they need one so that they cope well with their day. The childminder provides meals that are sufficiently healthy and nutritious, although she provides semi-skimmed milk rather than the recommended whole milk for younger children. Although children have some opportunities to play outside, this is not provided every day in order to take advantage of different resources and learning styles and to further promote healthy life-styles.

Children enjoy occasionally playing with new resources provided by the local authority through the local childminder group, which include games and books. While using these resources the childminder supports preschool-aged children well as they learn to play matching games and to sequence number puzzles. This interaction encourages children to persist and concentrate. Toddlers show pleasure as she helps them stack beakers in sequence to build a tower, or as they collect and fill containers with various items. She encourages them to name animals and make their sounds. Older children spend much of their time organising their own imaginary play with little input from the childminder and few resources. However, as children develop their own ideas, like role play, they have few resources to select from. This means they cannot extend their interests and develop their play, limiting opportunities for independent learning. The childminder does not sufficiently assess children's progress or plan her provision to enhance their development, and records show that activities are often repetitive. Toddlers have too few opportunities to explore different materials and their outdoor environment. This leads to children having insufficient challenges and opportunities to problem solve and show curiosity.

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	4
The effectiveness with which the setting promotes equality and diversity	4
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	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	4

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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:

- carry out a risk assessment for the collection of older children from school and take all necessary measures to minimise any identified risks (suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register) 04/05/2010
- keep records to include the name, home address and date of birth of each child looked after; the name, home address and telephone number of a parent/guardian/carer of each child who is looked after; and a daily record of the names of the children looked after and their hours of attendance (records to be kept)(also applies to the voluntary part of the Childcare Register). 27/05/2010

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 for the compulsory part of the Childcare Register (suitability and safety of premises and equipment; records to be kept) 04/05/2010