

Inspection report for early years provision

Unique reference number	EY297901
Inspection date	11/02/2010
Inspector	Ann Austen
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 was registered in 2009. She lives with her husband and two children aged 11 and four years in the village of Deanshanger, Northamptonshire. The childminder's home is close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. Toilet and sleeping facilities are provided on the ground floor. Access to the premises is via one shallow step. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall the childminder does not effectively meet the needs of the individual children who attend. The childminder lacks a secure understanding of the Early Years Foundation Stage learning and development requirements. As a consequence children are unable to make sufficient progress towards early learning goals. The childminder does not effectively use this framework to plan challenging experiences that are tailored to meet children's individual learning and development needs. However, the childminder provides a caring and friendly environment which ensures that children welfare needs are met. Although the childminder has formed relationships with parents they are not effectively informed of children's achievements and progress towards the early learning goals. The childminder is aware of and has identified some of her weaknesses. However, to date these have not been addressed. As a consequence her ability to improve is impeded.

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 learning and development requirements (Organisation) 31/03/2010

- engage with, and provide information to parents about children's learning and development, including access to developmental records (Safeguarding and promoting children's welfare) 31/03/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to their individual needs (Organisation) 31/03/2010
- ensure that sensitive observational assessment is made in order to plan to meet young children's individual needs (Organisation) 31/03/2010
- plan and provide experiences which are appropriate to each child's stage of development with particular reference to using resources effectively to fully support children's learning and development (Organisation) 31/03/2010
- ensure that the record of the risk assessment clearly states when it was carried out and by whom (Documentation). 31/03/2010

To improve the early years provision the registered person should:

- lead and develop a culture of reflective practice, self-evaluation and informed discussion to identify the strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her legal duties and responsibilities with regards to child protection issues. Procedures are in place for identifying children at risk of harm and the childminder knows how to liaise with the appropriate agencies. This ensures that children are protected at all times. The childminder ensures that reasonable steps are taken to ensure that hazards to children are kept to a minimum. She conducts risk assessments, however, the record of the risk assessment does not clearly state when it was carried out and by whom. This is a specific legal requirement. The childminder holds a current first aid certificate, and procedures are in place for the administration of medication, in the event of accidents and if children are unwell.

The childminder has an inadequate knowledge of the Early Years Foundation Stage learning and development requirements. Systems are not established to accurately monitor the quality of her teaching and the progress children are making towards the early learning goals. As a consequence target setting is not based on accurate information and does not provide sufficient challenge for the children to reach their full potential. However, the childminder effectively meets children's care needs. The childminder has developed a range of policies and procedures which are shared with parents at induction. She is continuing to develop her range of resources, however, these are not used effectively to support children's learning

and development. The childminder is beginning to reflect on her practice. She has acted on recommendations made at the previous inspection. A fire blanket is now mounted on the kitchen wall, resources and activities that positively represent diversity are continuing to be developed and a first aid course has now been completed.

The childminder is developing positive relationships with parents. However, parents are not fully encouraged to share what they know about their child in relation to their starting points and capabilities. As a result the childminder cannot fully build up a picture of what children already know and can do. Daily diaries are generally used to exchange information in relation to children's care needs. However, parents receive inadequate information on how children are achieving in relation to their learning and development. As a result parents have insufficient opportunities to support and make decisions about their children's achievements and progress. The childminder understands that she needs to liaise with other providers who deliver the Early Years Foundation Stage. Although to date she has not been required to implement this in practice.

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

Children are making insufficient progress towards the early learning goals in relation to their capabilities and starting points in their learning. This is because the childminder has an inadequate knowledge of the Early Yearly Foundation Stage Learning and development requirements. The childminder does not effectively use observations and assessments of the children's progress to plan purposeful activities that are tailored to the children's individual needs and abilities. As a result challenging experiences are not provided across the six areas of learning to ensure that children reach their full potential. This compromises children's learning and development.

Children feel at home in the childminder's care, relationships are warm and caring. They have access to a suitable range of resources, however, these are not used effectively by the childminder to fully support children's learning and development. Children are developing their independence as they help to tidy away the toys. They look at books for enjoyments and listen to the childminder read a story. Children make cookies and participate in creative art activities such as finger painting and sticking. However, the childminder does not effectively build on children's ideas and skills to fully extend their learning and development. Children have opportunities to meet different individuals as they explore the local community and handle resources and books that positively promote diversity and differences.

Children are developing their confidence and a sense of security whilst in the childminder's care. This is because relationships are kind and caring. Children are beginning to learn how to cross the road safely. They respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development. This is supported by the childminder who praises and encourages the children to play harmoniously together, to share and take turns.

Children are learning to follow appropriate personal hygiene routines. Children are beginning to show an awareness about healthy lifestyles. They regularly use play equipment in the local park. Special dietary requirements are complied with in partnership with the parents, and menus are produced to give parents information about meal choices. Children enjoy healthy snacks such as a variety of fresh fruit. They are encouraged to drink throughout the day which ensures they remain well hydrated and comfortable.

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	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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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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:	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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