

Inspection report for early years provision

Unique reference number	EY306577
Inspection date	20/01/2010
Inspector	Susan Andrews

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 2005. She lives with her two teenage children in the Braunstone area of Leicester. The whole ground floor and the bathroom on the first floor of the childminder's house are used for childcare purposes and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time. She is currently minding eight children who mainly attend on a part-time basis, before and after school and two children are within the early years age range.

She is a member of the National Childminding Association. Schools, parks, shops and places of interest are within easy walking or driving distance. The family has two cats and a rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are well settled with the childminder, who is caring and attentive in her dealings with them and who provides a clean, welcoming and comfortable environment for their play. However, arrangements to evaluate the effectiveness of the provision are not fully in place and the childminder has a lack of awareness of the welfare and learning requirements, as specified in the Early Years Foundation Stage (EYFS). Consequently, children's welfare needs are not met and appropriate systems are not established to ensure children make sufficient progress in all aspects of their development. The childminder is not meeting specific legal requirements regarding her attendance on the 'Introduction to Childcare Practice' training, therefore, compromising her ability to meet children's needs or fully understand her role and responsibilities.

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:

- take immediate steps to attend the required training course, approved by the local authority, regarding meeting and putting into practice the requirements of the Early Years Foundation Stage (Suitable People) (also applies to the compulsory and voluntary parts of the Childcare Register) 01/02/2010

- conduct a full risk assessment, that covers anything with which a child may come into contact. The risk assessment must identify aspects of the environment that need to be checked on a regular basis and ensure all reasonable steps are taken to minimise potential hazards (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 01/02/2010
- plan and organise sensitive observational and assessment systems, that identifies children's starting points, their progress through the early learning goals and ensures every child receives an enjoyable, challenging learning and development experience that is tailored to meet their individual needs (Organisation) 01/02/2010
- establish effective systems to influence and drive improvement and meet children's individual needs, by developing the use of self-evaluation and reflective practice procedures (Organisation) (also applies to the compulsory and voluntary parts of the Childcare Register). 01/02/2010

To improve the early years provision the registered person should:

- revise and practice the emergency evacuation procedures.
- ensure records pertaining to children's accidents contain sufficient detail regarding the nature of the injury, first aid administered and the follow-up checks that are made to check any change in children's condition.

The effectiveness of leadership and management of the early years provision

Basic arrangements to safeguard children from harm are implemented, in that most health and safety issues are considered and the home is generally kept safe. However, the childminder does not conduct and keep concise records of risk assessments to underpin safety precautions within or outside the home. For example, regarding potential hazards and things children may come into contact with, or when on walks and outings. Steps are not taken to regularly practise fire evacuation procedures, therefore, children are not familiar with the procedures to be followed should a real emergency occur. The childminder, however, has a sound awareness of child protection issues and of her reporting responsibilities. She recognises the signs and symptoms of abuse and has a written safeguarding policy, based on Local Safeguarding Children Board guidance, which she makes readily available to parents.

The childminder is beginning to consider self-evaluation and reflective practice systems to identify weaknesses within the provision relating to children's learning and well-being. However, this is at a very early stage and the childminder lacks familiarity with the learning and welfare requirements of the EYFS. Consequently,

children's needs are not met as a she is unable to adequately assess the quality and effectiveness of her current practice to drive improvement or identify priorities. The childminder shows a willingness to improve her skills, attending 'four theme' EYFS training, a basic food hygiene course and she holds a paediatric first aid qualification.

The childminder has a positive approach to working in partnership with parents, talking to them about their children's likes, dislikes and preferences which enables her to recognise and value each child's individuality. She maintains a useful folder of policies, procedures and written information about her childminding service, which she shares with parents at the time they place a child in her care. This includes written agreements covering aspects of business and welfare arrangements. Consequently, this helps to promote continuity of care. She maintains an accurate daily record of children's attendance, information regarding the administration of medication and keeps records of accidents, although in some instances, these lack sufficient detail. She recognises the value of working with other professionals and has begun to establish some links with other settings, which individual children attend. For example, at the local primary school, she periodically discusses issues with the class teachers, which helps her to take account of children's experiences elsewhere.

The childminder has a positive approach to equality of opportunity and has a policy that promotes inclusion and supports diversity to ensure no child is disadvantaged. She provides some toys, equipment and activities that reflect positive images of culture, gender and disability. For example, books, puzzles and craft activities. The childminder is helping children to learn about the wider world, through the art activities linked to festivals, such as Chinese New Year and St Patrick's Day.

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

Children are happy, settled and enjoy the time they spend in the childminder's care. She supervises children closely, is sensitive and attentive to their needs and close, nurturing relationships are being formed. The childminder is beginning to take account of children's individual interests and is starting to be aware of the support children need to help them progress. However, observation and assessment strategies are not sufficiently established to identify children's starting points or promote adequate progression through the six areas of learning, identified within the EYFS. Consequently, this limits the childminder's ability to accurately assess children's stages of development or to plan effectively for what they need to do next. Therefore, children's learning needs are not fully met.

The childminder provides an inviting environment and children are taking some steps to become independent learners through self-initiated activities as they access and choose activities for themselves. Toys, equipment and resources are made readily available in clear plastic boxes placed at the child's level, which include a range of cars, games, puzzles, construction toys and books. Children are beginning to extend their language skills, problem solve and recognise shapes, colours and numbers in everyday activities around the home. The childminder

ensures all children are included and engages them in adult-led activities, sparking their interest and developing their imagination and physical skills. For example, painting, gluing, making collages and role play. Children build on their independence and confidence as they use a range of equipment, such as the ball pool, throwing, catching and counting the brightly coloured balls. However, some learning opportunities are lost as the childminder is not fully considering what children need to do next. The childminder has a positive approach to behaviour management offering clear explanations, praise and encouragement with phrases such as, 'good boy', 'that was a good throw' and 'well done'. Children behave well, are polite, take turns in sharing the toys and equipment and play harmoniously with the childminder and family members.

There are sound arrangements to help children develop a healthy lifestyle. The childminder encourages children to follow appropriate hygiene procedures in their daily routine, such as washing their hands after using the toilet, stroking the pet cats or rabbit and before mealtimes. Appropriate explanations are given by the childminder to help children understand why hand washing is important. She displays a poster on the playroom door which supports this message. Children have daily opportunities to fresh air and exercise in the garden or on outings to the nearby park or on walks to and from school. Parents provide children's meals, however, the childminder supplements these with nutritious snacks of fruit and this contributes to a healthy diet. She gathers clear information from parents about children's dietary needs, including preferences and any allergies so that they can eat in safety. Milk, fruit juice and fresh drinking water is made readily available and the childminder ensures children remain well-hydrated. The childminder is beginning to encourage children to value the world around them by promoting sustainability and skills for their future, for example, by using the recycling systems.

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	4
The extent to which children achieve and enjoy their learning	4
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 (Qualifications and training, Suitable premises, environment and equipment, Organisation) (also applies to the voluntary part of the Childcare Register). 01/02/2010

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 (Qualifications and training, Suitable premises, environment and equipment, Organisation) (also applies to the compulsory part of the Childcare Register). 01/02/2010