

Inspection report for early years provision

Unique reference number	144111
Inspection date	10/03/2010
Inspector	Carol Johnstone
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 2000. She lives with her daughter aged 10 in Poole, Dorset. All areas of the home are used for childminding purposes. There is no garden, however, the childminder takes the children on regular outings to local parks and the beach. The family have a pet hamster whom children can have supervised access to. The childminder is registered on the Early Years Register and both parts of the Childcare Register. The childminder is currently registered to care for a maximum of six children at any one time, three of whom may be in the early years age group and two of whom may be under one year. There are currently four children on roll, all of whom are in the early years age group. The childminder 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 are settled and comfortable with the childminder and she is very warm and caring towards them. Children are cared for in a clean and welcoming environment and there are a range of colourful toys for them to play with. However, the childminder does not have any knowledge of the Early Years Foundation Stage, which is a requirement. A process of self-evaluation has not yet been started to identify areas for improvement and development.

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:

- | | |
|--|------------|
| • make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare) | 10/03/2010 |
| • implement an effective safeguarding children policy and procedure (Safeguarding and promoting children's welfare) | 10/03/2010 |
| • carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) | 10/03/2010 |
| • ensure that parents are informed of all medicines administered (Safeguarding and promoting children's welfare) | 10/03/2010 |
| • develop knowledge and understanding of the Early Years Foundation Stage in order to help children progress through the six areas of learning | 30/04/2010 |

- (Organisation)
- keep a daily record of children's attendance
- (Documentation)

10/03/2010

To improve the early years provision the registered person should:

- implement a process of self-evaluation to help identify areas for improvement and development

The effectiveness of leadership and management of the early years provision

Due to unforeseen personal circumstances, the childminder has not kept some aspects of her practice up-to-date. Primarily, the development of knowledge in relation to the Early Years Foundation Stage, which is a requirement. In addition, some areas of documentation do not currently meet legal requirements.

The childminder has a sound understanding of the types and signs of child abuse. Consequently, she would be able to quickly recognise a child at risk and be able to obtain the appropriate support for them. The childminder has a sound understanding of safety issues and has risk assessed all areas of her home. She has also risk assessed potential hazards when transporting children in the car. However, risk assessments for the variety of outings the childminder takes children on have not yet been completed. A written record of children's attendance is not kept. This could be detrimental if an emergency situation arose. The childminder obtains written consent from parents to give medication and she records when this is done. However, some entries are not signed by parents so it is unclear if they have been informed. The childminder has some policies and procedures in place, however, these are out of date and do not include a safeguarding and parental complaint policy. These are requirements.

Recommendations from the last inspection have been met. However, a regular process of self-evaluation which would identify areas for improvement and how they would be achieved has not yet been started to continuously improve the childminding practice.

There are friendly relationships with parents. The childminder offers parents a daily diary and also keeps them verbally informed of the day's events when they collect the children. In addition, she sends a text to parents if an exciting milestone is reached during the day, for example if a baby she is caring for sits up or walks for the first time. This helps parents feel involved in the care provided. Contracts are in order and the childminder obtains written permission from parents for emergency medical treatment, the application of sun cream, the taking of photographs and transportation. The childminder works flexibly to meet parents' needs, for example, obtaining a variation on her registration in order to provide continuity of care for twin babies. Links with other providers sharing the care of the children are not yet necessary as the childminder is the sole carer of all the children on roll.

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

Children have access to a range of activities such as painting, board games, small world play, trips to toddler groups, trampoline clubs, the beach and the park. Babies have musical toys and activity centres with lots of textured shapes to explore. There are a range of resources reflecting diversity and disability that help the children learn about difference.

The childminder chats to the children when they are out and about and points out colours, numbers and shapes to help them learn. However, because the childminder does not have any knowledge of the Early Years Foundation Stage, no observations and assessments are carried out to help plan for children's next steps in learning. Consequently, children's progress within the required six areas of learning is not being monitored.

Children learn about their personal health and hygiene through regular hand washing before meals and after using the toilet. The childminder is also careful about her own personal hygiene and washes her hands before preparing food and before and after changing nappies. All areas of the house are kept clean and tidy and the kitchen and toilet are cleaned throughout the day. Children benefit from fresh air and exercise each day and because there is no garden, the childminder makes sure that children enjoy a variety of outings to local attractions, such as walks to the harbour to see the boats. Children are encouraged to eat healthily and the childminder supplements children's lunchboxes with fresh fruit and vegetables.

Children learn about their personal safety through regular reminders when they are out walking of how to hold on to the pushchair, to hold hands and to wait at the kerb. Children are also taught safety rules when being transported in the car, such as standing still while younger children are strapped in. The childminder has a fire drill in place in readiness for older children to practise so that they will be aware of what to do in an emergency. The childminder keeps her first aid training up to date and regularly checks her first aid box to make sure that she can give appropriate care should the need arise.

The childminder has clear behavioural boundaries in place that are discussed with parents. This helps the children know what is expected of them and helps them learn how to behave appropriately and become responsible individuals.

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	3
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	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:

- take action as specified in the early years section of the report (also applies to the voluntary part of the Childcare Register) (Arrangements for Safeguarding Children) 10/03/2010

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 (also applies to the compulsory part of the Childcare Register) (Procedures for dealing with complaints) 10/03/2010