

## Inspection report for early years provision

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<b>Unique reference number</b>	EY397210
<b>Inspection date</b>	22/02/2010
<b>Inspector</b>	Jayne Rooke

<b>Type of setting</b>	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 2009. She lives with her husband and two children aged 16 months and eight years in Telford Shropshire. The whole of the ground floor, one bedroom and the bathroom on the first floor of the premises are used for childminding. There is a fully enclosed garden available for outside play. There are shops and schools within walking distance. Children are taken on local outings to the park and to other childcare and community groups. The childminder takes and collects children from a local school. The family have a dog.

The childminder is registered to care for a maximum of four children at any one time. There are currently three children on roll, two of whom are in the early years age range. The provision is registered by Ofsted on the Early Years register and the compulsory part of the Childcare Register.

The childminder has procedures in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language. There is suitable access to the ground floor of the property for people with disabilities. 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's safety and well-being is compromised because the childminder is caring for more children aged under one year than her current conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take enforcement action. In this instance, Ofsted have agreed to vary the conditions of registration to provide continuity of care for children and siblings. The childminder has not yet attended regulatory training which limits her ability to meet the Early Years Foundation Stage requirements and guidance. She has not obtained all of the necessary records and information to meet children's needs. However, the childminder is beginning to use informal self-evaluation methods to improve systems and procedures. She shares information about children's routines regularly with parents and carers so that children receive consistent care. She provides a varied range of resources, some of which promote diversity. Most of her written policies and procedures are adequately linked to the welfare and learning requirements.

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:

- demonstrate how you will obtain appropriate qualifications, training, skills and knowledge in-line with current regulations and guidelines (Suitable people) 08/03/2010
- obtain written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 22/02/2010

To improve the early years provision the registered person should:

- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- consider using the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review - assessing what the setting offers against robust and challenging quality criteria
- develop further the use of observation and assessment systems to identify learning priorities and plan relevant and motivating learning experiences for each child.

## **The effectiveness of leadership and management of the early years provision**

The childminder has limited knowledge and understanding of the Early Years Foundation Stage regulations and guidance. This hinders her ability to effectively support children's well-being and progress. She has not yet obtained written parental permission, at the time of the child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future. She has not successfully identified significant weaknesses in her provision and has breached a condition of her registration. This compromises children's safety. However, she is familiar with safeguarding procedures and understands how to protect children from harm and neglect. Children remain under her close supervision at all times and they are beginning to learn how to keep themselves safe, as the childminder has established routines for fire safety and outings. She has most of the necessary documentation in place such as parental responsibility details and risk assessment records ensuring that children are cared for in a safe environment. The childminder is beginning to assess her strengths and areas for improvement through informal review and is keen to attend any training to improve her knowledge, skills and practice.

She has sufficient understanding of equal opportunities issues which helps children to feel settled and happy in her home. The childminder provides a varied range of resources which are readily accessible to children so that they can make choices in their play. She is beginning to introduce play equipment which reflects diversity, but these are limited in their range. This minimises opportunities for children to embrace differences in gender, ethnicity, language, religion, culture, special

educational needs and disabilities. The childminder is developing trusting relationships with the children and their parents ensuring that children receive consistent care.

Parents and carers are welcomed into the childminder's home during introductory visits before their children start to attend. Useful information about their child's care and routines is shared each day. Parents receive basic information which helps them to understand the childminder's developing policies and procedures. Their suggestions and comments are taken into account from the onset to ensure continuity of care for each child. The childminder is aware of the complaints procedure and keeps appropriate information and records to ensure that parents and carers can pass on any compliments or concerns. The childminder is beginning to develop links with other settings and carers to support children's learning and development. As a result, she adapts routines and activities within the home taking into account each child's needs and interests so that complementary care is provided.

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

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is inhibited because the childminder has not fully met the regulatory training requirements. As a result, information obtained about children's individual abilities and capabilities is not yet fully utilised in order to enhance each child's progress towards the early learning goals. However, the childminder is beginning to link her observations and assessments to each area of learning in order to plan activities which support children's future learning.

Children play with an adequate range of resources which stimulate their interest and curiosity, although there are few which help children to develop a positive interest in other cultures and beliefs and an awareness of people's differences and similarities. This minimises opportunities for them to become aware of diverse communities and to extend their knowledge of the wider world. Children behave well and are respectful of each other, older children express feelings of concern for others, offering younger children a 'love' and a cuddle. The childminder speaks kindly to the children, helping them to understand expected rules of behaviour, giving them time to share and initiate their own play.

The childminder is friendly and approachable which helps children to separate happily from their parents on arrival at her home. Children are comfortable with familiar routines and enjoy active games and play which is tailored towards their interests on the day. For example, on arrival children are encouraged to talk about past and present events such as their recent holidays and what they have done at nursery. They receive lots of positive encouragement and praise from the childminder which helps them to feel valued and special. They are interested in how things work and show lots of excitement and happy smiles as they move along the dance mat to make different sounds. Younger children show interest in musical and action toys and are included in play and games with older children.

The childminder responds positively to older children's interest in yo-yo toys and helps younger children with their physical movements. She is attentive towards the children encouraging their speech and language and helping them to recognise colours, sounds, letters and numbers in their everyday play and conversations. The childminder's home is organised well so that children can move around freely and safely. Children are beginning to learn about good personal hygiene through the daily routine and their individual dietary and nutrition needs are met. The childminder demonstrates sound knowledge and understanding of how to identify and support children who may have additional needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
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 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 Register (Qualifications and training) 08/03/2010