

Inspection report for early years provision

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Inspection date	07/06/2010
Inspector	Lorraine Sparey
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 has been registered since 1998. She lives with her husband and one teenage child in a house in the Chandler's Ford area of Eastleigh, Hampshire. The whole of the ground floor is used for childminding with sleeping facilities in an upstairs bedroom. There is an enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years, of which no more than three may be in the early years age range. There are 10 children on roll, four of whom are in the early years age group and three of whom are over eight years. The childminder walks to and from local schools to take and collect children. She attends a local childminding group on a regular basis. The family have a pet dog and two cats, which the children have some contact with, and goldfish in her daughter's bedroom.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not effectively promoted, and their learning and development needs are not successfully met because the childminder has not implemented the Early Years Foundation Stage. Children demonstrate that they feel comfortable with the childminder and are developing warm relationships. The childminder liaises with parents on an informal basis to seek their views and gather basic information to meet the children's needs. However, there are insufficient systems to monitor and evaluate the whole provision to ensure positive outcomes for children. The childminder has addressed the previous recommendations with regard to the register and practising the fire drill to ensure children are familiar with exiting in an emergency.

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:

- obtain knowledge of the Early Years Foundation Stage framework and ensure that it is implemented effectively to meet children's individual needs (Qualifications, training and skills) 05/07/2010
- develop effective systems to ensure that the individual needs of all children are met (Organisation) 05/07/2010
- ensure that the risk assessment correctly identifies and minimises risks and ensure that the premises both 05/07/2010

indoors and outdoors are safe and secure (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

- implement a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken to ensure children's safety at all times (Documentation) 05/07/2010
- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments and using these to plan relevant and motivating experiences for each child (Assessment arrangements) 05/07/2010

To improve the early years provision the registered person should:

- develop systems to obtain a two-way flow of information with other early years providers to ensure consistency with children's learning and progression is achieved
- review nappy changing procedures to minimise risk of cross infection

The effectiveness of leadership and management of the early years provision

Children are not fully safeguarded. The childminder completes an informal visual risk assessment but has not kept the required records because she was unaware of the legal requirements. Therefore, this is a breach in regulation of the welfare requirements. The childminder is also unaware of potential hazards such as poisonous plants in the garden and, therefore, children's safety is not fully promoted. The garden and property are not secure and, as a result, adults enter the property through the back door during the inspection. In addition, the front door can be opened by children and was unlocked during the inspection. The childminder reports that although she received information from Ofsted about the changes from the National Standards to the Early Years Foundation Stage framework she did not follow them up. The childminder does not have knowledge of the framework and, therefore, is unable to implement it. The childminder demonstrates appropriate knowledge of potential signs and symptoms of child abuse and has policies and procedures in place to take action if she is concerned about the child in her care. Parents are shown the policies and procedures in the childminder's portfolio to ensure they are aware of her responsibility with regard to protecting children from harm and neglect.

The childminder has some very basic systems to monitor and evaluate her practice such as informal discussions with the parents. However, these are not successful in identifying areas that need improving to meet the requirements. The childminder has done some training since her last inspection to update her skills and knowledge such as an NVQ Level 3 and a paediatric first aid course. However, although the childminder was aware whilst completing the course that the Early Years Foundation Stage framework had been launched, she had failed to recognise

that she needed to implement it as a childminder.

The childminder has a range of age-appropriate resources covering the age range she currently cares for including children over the age of eight years. The majority of resources are stored in the outdoor playhouse which the children use when playing outside. The childminder had an appropriate range of resources for the children present during the inspection such as musical toys, dolls and some books. The resources promoted some positive images of diversity to increase children's awareness of the wider world. The childminder implements procedures to gather information about children's individual needs such as completing child record forms detailing any allergies and other useful information.

The childminder develops positive relationships with the parents sharing information verbally about what the children have been doing during their time with her. The childminder offers a written daily diary for the younger children giving information about their welfare needs such as sleeps, nappy changing and foods they have eaten. She also states this includes information about their progress. The childminder has some positive communication from parents stating that they are pleased with the service offered and their children are happy and settled. The childminder has not developed systems with other early years settings that the children attend to share information to ensure a cohesive approach to their learning.

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

Children develop positive relationships with the childminder. They warmly interact as they play with the toys. However, the childminder is not aware of the learning and development requirements of the Early Years Foundation Stage framework and, therefore, children are not making sufficient progress in all areas of their learning. The childminder provides activities and play opportunities such as socialising with other children of similar ages to develop their confidence and self-esteem. She encourages their language development as they talk about the colours on the musical keyboard. However, because of her lack of knowledge there are no clear systems to observe and assess the children, or effectively plan the next steps. In addition, there is no evidence to demonstrate how all areas of children's learning is effectively promoted to enable them to make progress. The childminder has some ideas of what she intends to provide but generally follows the children's interests. For example, supporting a child who has recently learnt to walk, moving around the home.

Children learn about healthy lifestyles through discussion and activities such as planting and tending to strawberries. Children walk to and from school and pre-school each day and younger children travel in the buggy. They have opportunities to go to the local park developing their physical skills further. The childminder has appropriate procedures for changing nappies, however, they are not consistent with her policy that states she will wear gloves and use a mat. Children are changed on a rug which the childminder reports is washed daily. The childminder is a positive role model washing her hands after nappy changing but does not

encourage the children to follow these good practises.

Children learn about safety issues through discussions and the childminder reports she constantly supervises the children. For example, she does allow the younger children to experiment with the stones but ensures they are monitored closely to ensure their safety. Children have opportunities to practise the evacuation procedure to ensure that they are familiar with how to exit the building quickly and safely. Children know and understand about traffic signals and when it is safe to cross the road through discussion and daily practising.

Children's behaviour is appropriate for their age and stage of development. The childminder regularly praises the children and they respond well, smiling as the childminder says 'Well done'. Children have some opportunities to learn about the wider world through visits in the local community.

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	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 (Suitability and Safety of Premises and Equipment) 05/07/2010

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 compulsory part of Childcare Register (Suitability and Safety of Premises and Equipment) 05/07/2010