

Inspection report for early years provision

Unique reference number	110999
Inspection date	07/06/2010
Inspector	Hazel Farrant
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 1997. She lives with her husband and four children aged 13, 11, seven and three-years-old in Yateley, Hampshire. The whole of the childminder's house is used for childminding and access to the property is at street level. There is a fully enclosed secure garden for outside play. The childminder is registered to care for a maximum of four children, two of which may be in the early year's age range. She is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll, of which one is in the early years age range. Local parks, shops and schools are within easy walking distance. The childminder attends the local parent and toddler group. The family have one dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder lacks knowledge and understanding of the requirements of the Early Years Foundation Stage, especially relating to learning and development. As a result, there are insufficient measures in place to ensure that children make sufficient progress towards the early learning goals. Although the childminder has started to use self-evaluation, she does not recognise the weaknesses in her provision and has not been proactive in developing her knowledge or making improvements. As a consequence, several breaches in legal requirements are evident and the childminder demonstrates a poor capacity to maintain continuous improvement. However, she welcomes all children into her care equally and seeks information from parents to help her meet their individual needs.

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:

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| • devise and maintain effective systems to ensure that all requirements are met on an ongoing basis, with particular regard to maintaining a valid first aid qualification and through the use of an effective self-evaluation procedure (Organisation) | 30/07/2010 |
| • maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) | 07/07/2010 |
| • use observations of children to assess their needs, their interests, and their stages of development, and | 07/07/2010 |

use all of this information to help plan enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs and that help them make good progress towards the early learning goals (Educational programmes)

- improve knowledge and understanding of the Early Years Foundation Stage to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation)

07/12/2010

To improve the early years provision the registered person should:

- develop and maintain a regular two-way flow of information with parents with particular regard to obtaining all necessary written parental consents.

The effectiveness of leadership and management of the early years provision

The childminder is aware of how to safeguard the children from possible abuse and discusses and records any existing injuries children arrive with parents. She knows who to contact should she have any concerns and, since the last inspection, has gained a copy of the Local Safeguarding Children Board guidance to share with parents. The childminder maintains some documentation, such as accident and medication records, but in the main documentation is minimal. For example, the childminder has not devised any formal policies and procedures, such as a safeguarding policy or written complaints policy. In addition to this, written parental consent for outings, photographs, use of swimming pool or trampoline has not been gained. The lack of a two-way flow of written information means that parents are not in receipt of some information regarding the welfare of their children. Parents are kept informed about their child's day through daily verbal exchange, photographs and text messages. The childminder gathers information from parents when children first start to ensure that familiar routines and dietary needs are maintained. Written testimonials reflect parent's happiness of the service that is provided. The childminder has links with a local pre-school and discusses the children with their key worker. This helps to ensure that they are working on the same lines and helps to support children.

The childminder has failed to keep a record of children's attendance, which is a breach in welfare requirements. Risk assessments are in place and most hazards have been identified. The garden now includes an 'out of the ground' type swimming pool which has been made secure with a fence and gate. However, the childminder failed to inform Ofsted of this significant change to her premises, which is a breach in legal requirements. Ofsted does not intend to take any further action relating to this on this occasion. There is little priority given to her professional development, forward planning or effective reflection on practice, and training needs have not been recognised. For example, her first aid certificate is due to expire and she did not recognise the relevance of ensuring a new course is booked in readiness to ensure her qualification remains valid. The childminder is

not carrying out a rigorous ongoing self-assessment to ensure that she identifies any weaknesses in her provision or possible emerging problems. However, the childminder has addressed the issues raised at the last inspection.

The childminder promotes equality and diversity through the setting being accessible, inclusive and welcoming to all. Children have some opportunities of self-selecting from a wide range of toys and activities which are kept in a separate play room. This includes some resources that reflect diversity and differing abilities. The resources, activities and opportunities provided for the children help to secure some of the skills they need to develop in the future.

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

The childminder has insufficient knowledge of the Early Years Foundation Stage learning and development requirements to ensure that children make sufficient progress towards. This leads to children making insufficient progress towards the early learning goals. Children are relaxed and settled in their environment. They are at ease in the childminder's care and friendships between the children are evident. They readily go to the childminder when they need comfort and enjoy a cuddle when they are looking at books together. As a result, children are gaining in confidence and secure relationships are fostered. The childminder keeps some written records of what the children have done during the day. However, her lack of understanding of the learning and development requirements of the Early Years Foundation Stage means that the progress they make is not linked to the early learning goals, and their next stage of learning is not identified, and, therefore, not shared with parents.

The childminder does, however, provide children with a good role model and children are well behaved and respond positively to praise and encouragement. Children's health is suitably promoted and appropriate information is discussed regarding their general health and dietary needs. Children play outside on a daily basis and are gaining skills and learning about the benefits of physical activity as they play in the well-resourced garden and during walks at the 'Look Out' centre. Older children are learning about the need for personal hygiene and independently wash their hands after using the toilet. Food for mealtimes is provided by parents and meets their wishes and children's dietary requirements. Drinks are freely available and this ensures that children are kept hydrated throughout the day. Children are developing an understanding of how to stay safe both inside and outside of the home. For example, they talk about what to do if they become parted from the childminder during an outing, and take part in emergency evacuations so that they know what to do in a real situation.

Children happily sit on the floor with the childminder and enjoy adult-led activities. For example, they enjoy learning about sounds and letters repeated by the childminder which encourages children's language and literacy skills. The childminder poses children questions and draws their attention to the various shapes, sounds and colours that occur in their play. For example, whilst playing with a puzzle, children are encouraged to make the sound of a mouse. Their

communication skills are encouraged as the childminder constantly chats to them. They have opportunities to learn mathematical concepts whilst using shape sorters and learn about volume whilst playing with sand and water activities. Children show concentration whilst completing inset puzzles with the childminder; they are not rushed and allowed to make mistakes where they learn how the pieces fit in correctly. Therefore, children are able to spend time with activities that appeal to them and learn through their experiences at their own pace. Creativity is promoted through a variety of activities, such as role play and using large chunky chalks to trace around the childminder's hand. However, the lack of secure observations and assessments of children's learning to ensure their progression, results in children making insufficient progress towards the early learning goals. The childminder was able to discuss a variety of age-appropriate activities and resources that older children enjoy taking part in on their return from school.

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	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 (Records to be kept) 07/07/2010
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children)(also applies to the voluntary part of the Childcare Register). 07/07/2010
- devise and keep in place a written procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 07/07/2010

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 early years section of the report (Records to be kept) 07/07/2010
- take action as specified in the compulsory section of the report (Arrangements for safeguarding children, Procedures for dealing with complaints). 07/07/2010