

Inspection report for early years provision

Unique reference number	112984
Inspection date	14/06/2010
Inspector	Nicola Hill
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 1987. She lives with her husband, their adult daughter and her daughter's boyfriend in a detached house in Farnborough, Hampshire. The childminder has another daughter who is also registered as a childminder at the same premises. The property is close to local schools and amenities and there is a park nearby. The ground floor of the house is mainly used for childminding, with toilet and sleeping facilities available on this floor. There is a fully enclosed garden available for outside play. The family have four cats, two rabbits and keep chickens in an enclosed run in the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for a maximum of six children under eight years, of these, three may be in the early years age group at any one time. When working together with a co-minder, she may care for six children in the early years age group, of which two may be under one year. She currently has three children on roll in the early years age group aged between three and five years, and three children on the Childcare Register aged between seven and nine years.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder lacks a secure awareness of the welfare requirements of the Early Years Foundation Stage; as a result, a number of specific legal requirements are not being met. Systems for planning, observation and assessment are not yet fully established to fully support children's learning and development, although a suitable range of activities are provided. There is an overall adequate range of furniture, equipment and resources, and children enjoy playing with the toys set out for them. The children are happy and settled within the home. Partnership working with parents and in the wider context is generally adequate in meeting children's individual needs. The childminder has not self-evaluated her performance against the outcomes for children and has not identified any areas for development, limiting her capacity for improvement.

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:

- develop effective systems to ensure that the needs of all children are met by using self-evaluation and other quality improvement processes as the basis of ongoing
- 31/07/2010

- internal review, and taking action to tackle any identified weaknesses (Organisation)
- display the correct and most up-to-date certificate of registration (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register) 28/06/2010
- ensure the record of risk assessment clearly states when it was carried out, by whom, the date of review and any action taken following a review or incident (Documentation). 28/06/2010

To improve the early years provision the registered person should:

- develop a formal system to monitor children's progress and achievements and use the information gathered to identify the next steps in their development and plan relevant and challenging learning experiences
- improve the system of communication with parents speaking languages other than English in order to secure an effective two-way flow of information
- update the complaints procedure to show the address for Ofsted and the up-to-date telephone number
- ensure all records of accidents are dated and signed by parents as evidence that they have been informed, and ensure that any existing injuries when a child arrives at the setting are formally recorded
- further improve hygiene practices and procedures with regard to hand washing prior to meal times

The effectiveness of leadership and management of the early years provision

The childminder has a safeguarding children policy and knows what to do if she is worried a child is being abused. The childminder discusses details of existing injuries with parents and occasionally records this information in the children's diaries that go home. However, she does not formally record this information which she may need in the event of any concerns. The childminder has also committed an offence by failing to notify Ofsted of changes to the persons aged 16 years or older living on the childminding premises. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

The childminder demonstrates an understanding of risk assessment in order to reduce the likelihood of accidents; she has completed written records of risk assessments for the premises and outings. However, she does not date this record or note who completed the risk assessment, which is a specific legal welfare requirement. In addition, the childminder is not displaying an up-to-date certificate of registration, which is also a specific legal requirement. The childminder has not evaluated her provision, so as to identify the strengths and weaknesses of the setting to drive improvement. She has not made use of local training opportunities or taken many actions to secure improvement. For example, she has not

effectively addressed all the recommendations raised at the previous inspection, such as the accident records, which are not all dated and signed by parents, and the childminder has still not added the address for Ofsted in the complaints procedure.

The childminder deploys resources satisfactorily, so that children have a range and variety of toys with which to play, although children's opportunities to self-select resources are not fully promoted. The home is organised to enable children to have free space to play and eat, and the childminder ensures that they benefit from outings in the community as well as playing in her home and garden. The childminder adequately promotes equality of opportunity and has a good understanding of individual children's backgrounds and needs. She provides good support to children with special educational needs and/or disabilities, knowing their personalities and what activities they enjoy. She is happy to work with external agencies or services as necessary in order to provide support to individual children.

The childminder works generally well with parents, building friendly, open relationships with them. The childminder shares her policies and procedures with parents, and daily discussions keep them informed of the children's recent experiences. However, the childminder has not fully considered ways in which she can communicate with parents speaking languages other than English, to ensure their child's care needs are shared effectively. The childminder is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children, and is developing sound relationships with other practitioners delivering the Early Years Foundation Stage for the children in her care.

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

Children make sound progress in their learning and development as the childminder takes account of their interests and ensures they can explore a range of age appropriate resources, which support most areas of learning. The level of challenge is sufficient to interest and engage children, although the childminder does miss opportunities to fully promote children's learning. For example, the sand tray in the garden is empty. The childminder feels she is very much guided by the children when planning activities, and often purchases new toys based on her knowledge of the children's interests. For example, she has just bought a Frisbee pack for one child as she knows the child likes to go to the park to let off steam after school and throw Frisbees in a large open space. The childminder does not, however, use the Practice Guidance for the Early Years Foundation Stage to ensure the activities she plans are always relevant, challenging and cover all six areas of learning. The childminder can easily talk about each child and what they can and cannot do, but she has not yet developed a formal system to record children's development, to enable her to identify the children's future learning needs across all areas of learning, and inform the planning of relevant and challenging learning experiences.

Children are content, settled and willingly take part in activities. They talk to the

childminder about the days and months of the year and complete the weather map each day. They are eager to initiate conversations with the childminder and visitors to the setting, and are keen to go out into the garden to help the childminder feed the rabbits and chickens and collect their eggs, demonstrating their care and respect for living things. Children spend some time playing with the play dough. The childminder talks to the children about how the play dough has a sandy texture, and the children respond by saying that it is sticky and comment that when water comes on the beach, it gets wet. The childminder provides opportunities for children to develop emergent writing and key word signs are displayed in the garden, such as 'hatching' and 'hen' signs by the chicken run and 'sieve' and 'build' signs by the sand tray. Children also enjoy opportunities to learn about the wider and natural world through planned activities and outings. For example, they go on walks along the canal, visit the shops and toddler groups and grow plants in the garden such as strawberries, potatoes and raspberries.

Children have some protection from the spread of illness and infection as the childminder maintains a clean environment in which to play. However, children do not always wash their hands before mealtimes. The childminder ensures that there are daily opportunities for children to spend time outside and benefit from the fresh air. She discusses the benefits of nutritional food with the parents and monitors what they provide for their children to ensure their meals are healthy. Children are beginning to learn about the importance of staying safe as the childminder talks to them about road safety when out on walks and practises fire evacuation. However, children's safety and welfare is significantly compromised, as not all persons over the age of 16 years living in the childminder's home, have been vetted. Age-appropriate techniques, such as discussion and distraction along with clear and consistent boundaries, are used to promote children's positive behaviour. Children are generally well behaved. Overall, the childminder is generally providing children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

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	3
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 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 (Certificate of registration). 28/06/2010

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 (Certificate of registration). 28/06/2010