

Inspection report for early years provision

Unique reference number	222314
Inspection date	04/05/2010
Inspector	Sandra Hornsby
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 1992. She lives with her husband, adult son, daughter-in-law and grandson in Chatteris, Cambridgeshire. She is within walking distance of local amenities including a primary school, pre-school and play area. The whole of the ground floor area is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

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.

The childminder recognises children in her care are individuals, she is aware of personalities and meets most of their needs to a satisfactory standard. The environment is suitable for younger children, but is less challenging for the more able, older children. Observations and monitoring are undertaken by the childminder but planning is not yet robust enough to ensure consistent challenge and progress of all children. Most documents are adequate, however attendance records are not accurate. The childminder is also not meeting a condition of her registration and has allowed her first aid certificate to lapse. Partnerships are informal and relaxed and information is shared regularly about children's achievements.

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:

- ensure that a current paediatric first aid certificate is held at all times which is approved by the local authority and consistent with the guidance set out in the Practice Guidance for the Early Years Foundation Stage (Qualifications, training, knowledge and skills) (also applies to the compulsory and voluntary parts of the Childcare Register) 10/07/2010
- ensure a daily record of the names of the children 10/05/2010

looked after on the premises and their hours of attendance is maintained accurately. (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register)

To improve the early years provision the registered person should:

- develop further the educational programme by providing consistent opportunities for children to develop to their full potential by identifying and monitoring their learning priorities, for example, by referring to the 'Development Matters' in the Practice Guidance for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a lack of understanding of some of the Early Years Foundation Stage requirements and this means that safeguarding procedures are not sufficiently robust. She has breached her conditions of registration and failed to notify Ofsted of significant events. The childminder occasionally cares for more children than her conditions of registration allow. This is an offence unless the childminder gives a reasonable excuse. On this occasion the childminder did so and Ofsted does not intend to take any further action. The childminder has also committed an offence by failing to notify Ofsted of a change to household members. 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 as the household members do not have contact with minded children and are not present when childminding takes place.

The environment is adequately risk assessed and the childminder identifies hazards and eliminates risks in her home to help keep children safe. Children are also taught to keep themselves safe as they participate in fire drills and learn about road safety.

Children who speak English as an additional language are supported by the use of additional resources. Children go out into the local community and attend groups where children meet other children and play socially. Toys and equipment that reflect cultural differences are also easily accessible to the children. This helps all children to understand about our wider community and begin to appreciate diversity. The childminder is aware of children's differing learning needs and she basically understands how to support children's individual needs.

Available resources are adequate and stored within easy reach of children. The accommodation is suitable and children have a small area for free play. Although, planning is inconsistent which means resources are not always as challenging as they could be and this limits the progress children make in some areas of learning.

The childminder is not managing her provision effectively. Although her knowledge and understanding about the learning and development requirements are

satisfactory she is not fully conversant with all the welfare requirements in the Early Years Foundation Stage. She has not maintained her first aid certificate, and the attendance register does not always show children's exact times of arrival and departure. Currently the impact on the children is minimal, however, because the childminder has not undertaken a self evaluation she has not identified these areas of development. Consequently, there are concerns about the long term impact on children if leadership and management and organisation do not improve. The childminder has not used any systems of evaluation to identify her strengths and weaknesses, consequently breaches of requirements and conditions have gone unnoticed. However, through the inspection process, the childminder has acknowledged gaps in her provision, and is now very keen to seek improvement. She is motivated to address her development areas and develop her systems that will help her organise her provision to be more effective.

The childminder understands the benefits of working with parents and sharing regular information. She has written policies and procedures that are shared and parents offer the childminder important information about their children to ensure there is continuity of care. The childminder shares children's observation records and scrap books, parents enjoy seeing how their children are progressing. The childminder works closely with the local pre-school and school and is pro-active in finding out about children's progress. The childminder talks to staff, she looks at the children's works and attends the school shows. The themes they follow at school are occasionally followed up to further support the children in the two settings and for consistency. She helps the older children do homework and links with the school in how children are doing and then shares this information with parents.

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

The childminder demonstrates sound knowledge of the learning and development requirements and implements these so children generally make progress. The childminder spends time with the children and she is kind and caring, sharing her time between the children and helping to get out resources, if they cannot manage to do this independently. Children have access to an adequate range of resources, experiences and activities to meet their needs. They attend groups and participate in outings into the local community. Children are encouraged to be independent, wipe their own hands, help themselves to equipment and share resources with their peers. When young children have difficulty sharing the childminder helps children to understand their actions and distracts them to protect them from further frustration. The level of challenge is sufficient to interest and engage most children, however, older children are not consistently challenged which hinders their continuing progress. Children enjoy books and sit and look for short periods of time. Children enjoy using the chalk and boards and make shapes and marks. They stand together and look at what their friends have done, they show an interest and enjoy sharing their achievements. Children are learning to use battery operated and information technology equipment with opportunities to press buttons, use DVD players and light and button activity centres.

The childminder carries out observations and uses this information to see where children are at in their learning. She has a sound understanding about their general developmental milestones and knows what to do to help children learn. Currently the childminder is developing her observations and assessments systems to devise appropriate next steps to further support children's progress. The childminder has basic routine and plans but these are not specific enough to consistently meet all children's learning goals.

Children's health and well-being is generally protected. The childminder has medical and dietary information immediately available and permission to seek emergency medical treatment and give any medication. Children's meals are supplied by parents. They are stored appropriately and given to children on clean tables after washing hands. Children get some fresh air and exercise during their day as they attend groups, go to the park and collect children, on foot, from school. Overall behaviour is satisfactory and generally age appropriate. Children are learning the skills of sharing and taking turns and being able to play alongside their peers. The childminder is sensitive when dealing with children who are unwell or distressed and tries to comfort them. Children overall, display a settled disposition and are forming healthy relationships with their peers and the childminder.

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	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 (Suitable people) 10/07/2010
- take action as specified in the early years section of the report. (Documentation) 10/05/2010

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 (Suitable people) 10/07/2010
- take action as specified in the early years section of the report. (Documentation) 10/05/2010