

Inspection report for early years provision

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Inspection date	21/06/2010
Inspector	Pauline Pinnegar
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 1992. She lives with her husband in the Marton area of Middlesbrough, close to local amenities. The whole of the ground floor of the home and first floor bathroom are used for childminding. There is an enclosed garden available for outdoor play. The family has a pet dog. The childminder cares for children on weekdays from 7.45am to 6pm for 46 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has 11 children on roll, of which six are in the early years age range. She collects children from the local schools and nursery and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are happy in the care of this experienced childminder. The childminder provides a warm, welcoming and inclusive environment, where children are respected and valued as unique individuals. The wide range of experiences she offers ensures children have ample opportunities to develop their skills, knowledge and understanding. Systems for planning activities and monitoring children's progress are being developed. The childminder has started to evaluate her childcare practice and is able to identify the strengths and weaknesses of her provision to make changes, thus demonstrating a positive commitment to continually develop her service to improve outcomes for children. The childminder is vigilant about safety within the home and on outings. However, she is not fully safeguarding and promoting children's welfare as she has not met a specific legal requirement of the Early Years Foundation Stage.

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:

- take necessary steps to safeguard and promote the welfare of children by notifying any child protection agency previously identified by the Local Safeguarding Children Board without delay regarding abuse which is alleged to have taken place on the 09/07/2010

premises (Safeguarding and welfare).

To improve the early years provision the registered person should:

- develop further the processes for observing and recording children's development and progress, ensuring this links effectively with planning and includes activities for individual children's next steps
- develop additional understanding of responsibilities under food legislation including registration with the relevant Local Authority Environmental Health Department.

The effectiveness of leadership and management of the early years provision

Some appropriate steps are taken by the childminder to ensure that the children in her care are safe. Risk assessments take place on a daily basis within the childminder's home, in her garden and for any outings undertaken. These effectively reduce the chance of accidental injury. Documentation which is required for the promotion of children's health, safety and the safe efficient management of the provision is in place. The childminder obtains parental consent for outings and emergency medical advice and treatment for all children in her care. This ensures all children are cared for in an emergency without delay. The childminder maintains safeguarding records, for example, she has a record of children's hours of attendance and records accidents accurately. The childminder shares all her policies and procedures with parents at the outset to ensure they are well-informed. She has an up-to-date first aid certificate. This ensures that if the children have any accidents, or if any concerns arise about the well-being of children, that correct procedures are followed. The childminder has a detailed written policy in place relating to safeguarding and child protection. However, following a recent incident she failed to contact her local child protection agency promptly to report concerns, which is a specific legal requirement within the Early Years Foundation Statutory Framework. This does not ensure children's welfare and safety is promoted and that they are effectively safeguarded.

Children are able to easily access a wide range of resources in the child-centred playroom. These are stored attractively at the children's height to promote free choice and independence.

The childminder clearly reflects on her practice by completing the Ofsted self-evaluation form. She gains verbal feedback from parents, her local authority support workers and other childminders. She constantly evaluates the learning and development opportunities she offers children. The childminder recognises her strengths as being able to understand how children learn and her ability to get them to the next stage in their development. She is also realistic in identifying areas for improvement, which enables her to access specific training and develop her systems for individual planning for children. The recommendations raised at last inspection have been addressed and have improved outcomes for children.

Good relationships have been developed with parents. The childminder speaks to them on a daily basis to ensure they are fully informed of the experiences their

children have enjoyed. They also have access to their children's individual observational files and daily diary sheets are completed. This enables them to continue their children's learning at home through highlighted activities. The childminder is very willing to link with other professionals to meet children's specific needs. She has built strong links with other practitioners that provide care and education to children in other settings. This promotes continuity and cohesion.

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

The childminder provides a child-orientated environment that is welcoming and secure. Children are able to explore confidently using good-quality resources appropriate to their ages and stages of development. They are provided with a range of activities that promote their development appropriately in all areas of learning. Children benefit from individual files which include examples of their work, photographs and observations which are linked to the areas of learning. The childminder clearly knows the children well and identifies their next steps in learning, however, it is not clear to see how these are used to inform future planning. The impact of this, however, is low, as the childminder provides a wide range of activities which are based upon children's individual needs and interests. This is an area which has been identified by the childminder for further improvement. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. They are kept safe on outings as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. The childminder encourages the children to respect each other's similarities and differences, and resources that promote diversity are used to extend their understanding of different cultures and beliefs in the wider world. Children gain knowledge of their own surroundings as they walk in the local area, attend toddler groups and visit play parks where they are able to run around and test out their physical skills using climbing apparatuses, slides and swings. This contributes to their welfare as they access fresh air, develop coordination and control of their bodies, and learn about the benefits of regular healthy exercise. They also have opportunities to play in the garden with a range of outdoor toys and equipment.

Spontaneous and everyday activities are used well to help the children become confident communicators, and they are developing good reasoning and numeracy skills. Older children enjoy choosing books to look at independently and younger children enjoy listening to stories read by the childminder. Individual creative work is valued and displayed by the childminder, which promotes children's confidence and self-esteem. Children's problem-solving skills are enhanced through piecing together jigsaw puzzles and using simple shape sorters. Children have opportunities to explore mark making and writing skills as they trace letters and use chalks on the large blackboard in the play room. They develop their listening skills by exploring music and songs. Electronic and programmable toys are available to help promote learning and develop skills in relation to information and communication technology. Children's creativity is promoted as they explore media such as dough and modelling sand. They use their imagination in role play and when using small-world toys.

The environment is warm and clean, and good standards of hygiene are maintained. Children develop their awareness of healthy eating through the conversations they have with the childminder and food-tasting activities. The childminder is aware of children's allergies and individual dietary requirements, and monitors children well to ensure their needs are met. Meals are varied and nutritious. However, the childminder has not developed additional understanding of her responsibilities under food legislation, including registration with the relevant Local Authority Environmental Health Department.

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	2

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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