

Inspection report for early years provision

Unique reference number	401848
Inspection date	08/12/2010
Inspector	Fler Wright
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 2003. She operates with another childminder from her parents' home in Lewes, East Sussex. A side extension to the family home is used for childminding, where children have the use of two rooms and an enclosed patio and outdoor play area. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. When working on her own, the childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age group. When working with another childminder, together they can care for a maximum of four children under eight years at any one time, of whom no more than four may be in the early years age group. She is currently minding three children in this age group on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has a very limited knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage, in particular the learning and development requirements. She has an inadequate awareness of safeguarding procedures and does not have a current paediatric first aid certificate. Additionally, a number of other specific legal requirements are not met, and children's safety and well-being is seriously compromised. Children are not given sufficient opportunities to make progress in their learning and development as the childminder does not make effective use of observation, planning or assessment. The childminder does not evaluate her practice and has taken limited action to secure improvement since the last inspection. Progress is slow and has too little impact on improving outcomes for children.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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 appropriate qualifications, training, skills and knowledge are in place, by obtaining a current paediatric first aid certificate (Suitable people) (also 24/06/2011)

- applies to both parts of the Childcare Register)
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 24/06/2011
- conduct observational assessments in order to plan to meet young children's individual needs (Organisation) 24/06/2011
- implement an effective safeguarding children policy and procedure (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 31/01/2011
- carry out a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 14/01/2011

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

The childminder has an inadequate understanding of safeguarding procedures. She is unclear about the process to follow if she has concerns for the children's welfare. This compromises children's welfare and safety. The childminder is not meeting a specific legal requirement as she does not have a current suitable first aid certificate. She is unaware that her certificate has expired, despite it being displayed in a prominent position in the setting. The first aid kit is poorly stocked and there are no clear systems for the identification of stored medication. The childminder conducts risk assessments on the premises, so children have access to a safe play environment. However, she has not thought about how to keep children safe on all of the various outings she organises for them, so compromising their safety. This is a further breach of requirements.

The childminder has a very limited knowledge and understanding of the Early Years Foundation Stage and its requirements. This lack of knowledge significantly impacts on what is offered to children, so their progress is inadequate. The childminder has only a very basic awareness of inclusion, which means she does not meet children's individual needs. There are two dedicated playrooms available for children's play and these contain a variety of resources stored at low level that allow children to access toys independently. However, the childminder does not have sufficient knowledge of how to adapt her provision to meet children's individual needs and does not use resources effectively to support their learning and development.

The childminder has established some suitable communication systems with parents. She writes in a daily diary that parents read and add to, which helps them share important information about children's individual care needs. The diary also

goes with children to other childcare settings, helping to ensure this basic information is shared with others. However, overall her engagement with parents and her wider partnerships are ineffective in supporting children's individual learning and development needs. Parents are not kept informed of their children's progress. There are no strategies in place to gain parents' views or to involve them in improving the outcomes for children. The childminder does not make effective use of information about children's activities in other settings.

The childminder has not thought about the self-evaluation process to assess her own performance. Two previous inadequate inspection judgements highlight similar areas of concern, so demonstrating that she does not have the drive to secure sufficient improvement to meet the requirements of the Early Years Foundation Stage. This has a significant impact on the outcomes for children. There have been some improvements since the last inspection, however. The childminder now seeks consent from parents to allow for emergency medical treatment, and retains all required documents in line with current guidance. She has attended a course to try to increase her knowledge of the learning and development requirements. Improvement is slow, however, and the childminder therefore has a limited capacity to improve without seeking additional support.

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

The opportunities available for children to progress in their learning and development are very limited. Children are able to move freely around the safe space available to them, with toys and resources provided that they access independently. They appear happy and are cared for in a bright and welcoming environment, although they make limited progress in the six areas of learning, given their starting points and capabilities. The childminder does not know how to plan experiences or activities to meet the needs of all of the young children she cares for. She makes some observations of the children during their play although she does not use them to plan the next steps in their learning, meaning many learning opportunities are missed. She still lacks the underpinning knowledge to make effective use of the observation, planning and assessment cycle. This hinders children's ability to build important skills for the future.

Children are beginning to learn some hygiene practices as the childminder gently wipes their hands and faces at appropriate times throughout the day. They benefit from her caring attitude; she holds young children tenderly during bottle feeding, helping to create effective relationships. The childminder takes children out every day, ensuring they have regular access to fresh air. Their physical skills are encouraged during visits to the park or soft play areas but the childminder lacks the knowledge to help children to gain the most from these times. The childminder does not have a valid first aid certificate, meaning children are not protected in the event of a medical emergency and their health needs are not met.

The childminder says she talks to children about road safety while on outings, to help them begin to learn how to feel safe; however, she has not thought about the various hazards associated with visiting venues such as the local leisure centre. In addition, the childminder does not have an adequate knowledge of safeguarding requirements, which compromises children's welfare and safety. Children demonstrate they feel secure in the care of the childminder as they confidently crawl off to find their favourite toys, or sit and play independently while other children play around them. They are gently reminded to consider each other's needs, such as how they handle small wooden bricks near young children. However, there are few opportunities for children to learn about the wider world as there are limited resources or activities available depicting positive images of different races, cultures or religions.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
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	4
The effectiveness of the setting's engagement with parents and carers	4

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	4
The extent to which children make a positive contribution	4
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 (Welfare of the children being cared for) 24/06/2011
- take action as specified in the early years section of the report (Arrangements for safeguarding children). 31/01/2011

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 (Welfare of the children being cared for) 24/06/2011
- take action as specified in the early years section of the report (Arrangements for safeguarding children). 31/01/2011