

## Inspection report for early years provision

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<b>Unique reference number</b>	EY342717
<b>Inspection date</b>	27/01/2011
<b>Inspector</b>	Sue Birkenhead

<b>Type of setting</b>	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 2006. She lives with husband, her two adult children and her 13 year old son. The family live in the Cheadle Hulme area of Stockport, Cheshire, close to schools, local facilities and transport links. The whole of the ground floor is used for childminding purposes. There is a secure decking area for outdoor play.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years at any one time. She is currently minding four children, two of whom are within the early years age group, on a part-time basis. 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 promotes most of the welfare requirements with success, which means children are secure and their needs are generally met. However, there are breaches in some welfare requirements relating to paediatric first aid and documentation. In addition the childminder has failed to fully implement the Early Years Foundation Stage learning and development requirements, which is a breach in the requirements. Consequently, she is unable to clearly demonstrate a secure understanding of the areas of learning or clarify the progress children make towards the early learning goals. Appropriate partnerships develop with parents to promote the continuity of children's care, although links with other settings children attend are not established. There are currently no systems in place for self-evaluating practices and little commitment is shown towards the continuous development of the setting.

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 the daily record of the names of children  
looked after reflect their hours of attendance  
accurately and available for inspection at all times  
(Documentation) (also applies to both parts of the  
Childcare Register) 10/02/2011
- ensure a current paediatric first aid certificate is in  
place at all times (Suitable people) (also applies to 10/02/2011

both parts of the Child care Register)

To improve the early years provision the registered person should:

- complete a full risk assessment of each type of outing and obtain written parental permission for children to take part in outings
- further develop knowledge and understanding of Early Years Foundation Stage and procedures for observation, assessment and planning to ensure children's learning is challenged and monitored according to their individual needs
- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing review of the setting to assess what the setting offers as well as an evaluation of the areas for future development
- extend the opportunities to work in partnership with parents sharing information and involving them in their child's continuous learning and development
- develop links with other settings the children attend to complement the delivery of the Early Years Foundation Stage
- provide positive images that challenge children's thinking and help them to embrace differences in culture, ethnicity, gender and disability.

## **The effectiveness of leadership and management of the early years provision**

The childminder's suitable understanding of safeguarding children means she has a clear understanding of the signs of abuse. However, when asked she is less confident in outlining who she would contact for reporting concerns, despite it being outlined in her written policy. Written risk assessments are completed for areas of the childminder's home, which outline the hazards and how risks to children are minimised. However, risk assessments for outings are not in place. In addition she completes daily checks regarding safety and uses some safety equipment when necessary. The childminder has completed paediatric first aid training, however her qualification expired on the day of the inspection and another course has not been planned until March 2011, which is a breach in the requirements.

The childminder has not implemented systems for self-evaluation. Her commitment to the continuous development of the setting is limited to the recommendations raised at her previous inspection in 2007. For example, the minimal training she has attended includes safeguarding and paediatric first aid. The provision of resources has increased and includes more books to promote positive images of diversity and the complaints policy outlines the procedures to follow. The childminder establishes warm relationships with children and recognises some of their needs following their day at school. However, she is not using the Early Years Foundation Stage framework to promote and challenge children's learning effectively. Most required documentation is adequately maintained and the many written policies parents receive through e-mail. However, the childminder could not make the attendance register available for the inspection as it is stored on the computer. She explained she records the contracted hours rather than the specific

times children are cared for, therefore this is a breach in the requirements.

Parents currently receive daily verbal feedback from the childminder making them aware of their child's well-being, although no procedures are in place to ensure parents are involved in their children's continuous learning and development. Parents sign against the written policies they receive making them aware of the childminder's practices and procedures. All parents consent to the seeking of emergency medical advice or treatment, however they do not provide written consent for outings. The children currently cared for within the early years age group are in full-time education. However, the childminder has not established links with the school setting to ensure a complementary approach is maintained. The childminder is happy to take on the care of a child with learning difficulties or disabilities and would always take into account the children in her care to ensure all their needs can be met.

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

The childminder recognises that after the school day children want to relax or select play materials of their choice. Therefore, she suitably organises resources allowing children to make choices or relax and watch the television. Activity planning is limited to places they visit and activities associated with the times of the year, such as Christmas. The childminder approaches children's play more spontaneously and suggests alternative play to which they are responsive. The children are happy and secure in the care of the childminder. They develop positive relationships with the older children who show care and concern towards them during play. The childminder has a limited understanding of the six areas of learning and lacks confidence in naming all areas when asked. The childminder makes informal observations through play but their developmental progress is not suitably monitored or next steps in their learning sufficiently highlighted. This means their individual learning needs are not fully supported and the progress they make towards the early learning goals cannot be clearly assessed.

The suitable provision of activities, which contribute to children's future skills, means that children engage in opportunities to explore number and problem solving through the variety of puzzles they have access to. They complete the alphabet puzzle, learn to link letters to pictures with the help and guidance from the older children and competently complete the dragon puzzle which reflects numbers to 20. Young children play imaginatively with the play kitchen and serve cups of tea to the childminder and inspector. They take on the roll of the doctor as they use the stethoscope to listen to other children's heart beat. The childminder takes children on visits to the park where they can explore and develop their physical skills by accessing larger apparatus. The trips to the garden centre enable children to develop their understanding of the natural world. They select plants of their choice, which they plant in the garden and nurture them and watch them grow. Various opportunities allow children to express themselves creatively. For example, in recognition of familiar times of the year, children make decorations from plaster of Paris at Christmas. They engage in carving pumpkins and decorate

chocolate toffee apple and dress up in a range of materials associated with Halloween. Young children join the older ones in making masks by scratching the top layer of paint to reveal a variety of colours and add their own designs using collage pieces.

Children receive a suitable healthy snack on return from school, which incorporates varied fresh fruit, yoghurts and other items of their choice, such as croissants, as well as regular drinks. Their understanding of personal hygiene is promoted as the childminder cleans their hands before snacks. They wash their own hands independently after using the toilet using liquid soap and paper towels to reduce the risk of cross infection. Children learn to stay safe as they practise fire evacuation, travel safely in the car and enter into discussions about staying safe. Young children say they feel safe in the childminders care 'because I cannot open the door'. Positive methods for managing childrens behaviour are in place and include regular praise and rewards to promote self-esteem and confidence. Opportunities for children to learn about the wider world through the provision of play materials are limited to books and discussion in the main.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	4
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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 (Documentation) 10/02/2011
- take action as specified in the Early Years Section of the report (Suitable people). 10/02/2011

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 (Documentation) 10/02/2011
- take action as specified in the Early Years Section of the report (Suitable people). 10/02/2011