

Inspection report for early years provision

Unique reference number	105163
Inspection date	01/02/2011
Inspector	Lesley Bott
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 1998. She lives with her adult son in their house in Luton, Bedfordshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play.

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 range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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's setting is insufficient with regard to the statutory framework for the Early Years Foundation Stage. Consequently, a number of specific legal requirements are not being met. Provision for children's learning and development is limited due to systems not being in place to evaluate activities. However, children are suitably occupied and enjoy the range of activities provided. Systems to evaluate the effectiveness of the provision are not rigorous enough; consequently, self-evaluation is still in the process of being developed and no risk assessments are in place.

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:

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 23/02/2011
- ensure that written parental permission is requested for the seeking of necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 23/02/2011
- obtain detailed information on the children in her care, including their full name, address and emergency contact details (Documentation) 23/02/2011
- conduct a written risk assessment and review it regularly (Suitable premises, environment and 23/02/2011

equipment).

To improve the early years provision the registered person should:

- further develop the observation and assessment process, making sure that records are linked to the expectations of the early learning goals, encouraging parents to contribute to the records and using the information gathered to plan next steps in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has a sound level of understanding and knowledge of the safeguarding procedures, sharing her responsibility with parents by way of a written child protection policy. She knows of her responsibility and is clear about the procedure to be followed in the event of an allegation being made against her or a member of her family. She has a process in place to ensure all people living in the house have a Criminal Records Bureau clearance. However, risk assessments are not in place, so children's safety cannot be ensured. Children's safety is further compromised as some important paperwork is not in place. She does not maintain records of the full details of each child in her care to include address details, date of birth, legal contact and parental responsibility and emergency contacts, and prior parental permission for emergency advice or treatment has not been obtained for all children.

The effectiveness of leadership and management in driving and securing improvement is inadequate. The childminder has not completed the Ofsted self-evaluation form to help her identify significant strengths and weaknesses within the setting. In addition to this, the childminder's limited knowledge and understanding of the statutory framework restricts her ability to fully assess the effectiveness of the provision. Consequently, she has failed to identify that a number of specific legal requirements have not been met.

The childminder has a satisfactory system in place to ensure children are safe while at the setting. Registers are maintained accurately indicating children's arrival and departure times and the stair gates and fireguards ensure that children remain safe. Satisfactory information is obtained from parents in relation to children's care needs, and discussion takes place on the child's needs and interests to enable the childminder to know and understand them. However, no systems for the observation of children, their assessment and planning for activities are in place and this means that the individual needs of children are not always met. The childminder does however recognise each child as a unique individual, knows their key interests and abilities, and uses this knowledge to provide suitable activities that promote their enjoyment. Some of the children attend other settings and the childminder has started to make links with the provisions in order to create a consistent approach to their early education and overall care.

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

Children enjoy their time at the setting and they receive gentle and caring support from the childminder. Children are happy and well occupied within the setting as the childminder encourages the children to be involved in different activities. They happily talk about what they were going plant in the garden, for example potatoes and tomatoes to eat later on in the year. Children are given healthy and nutritious food, and appropriate measures are implemented to ensure individual health and dietary needs are met by the childminder. The children have a choice of fresh fruit and yoghurts at snack and lunch time.

Children are able to play happily in a suitably resourced setting. They are given time to move around and engage in activities that interest them. They enjoy using their imagination while playing with the cars, and sit on the floor with the childminder excitedly playing with the car mat. The childminder extends the children's language as they talk about size of the cars and the colours. They use the road on the car mat as they stop for petrol, looking to see whether the traffic lights are red or green for them to drive on. Examples of children's work and bright posters adorn the walls to help children with their self-esteem and knowledge and understanding of the world. Children also learn about different cultures as they celebrate festivals such as Chinese New Year, making rabbit cards as it is Year of the Rabbit, and tasting Chinese food, such as noodles and prawn crackers.

The childminder visits 'local stay and play' groups and takes part in activities with the children while they develop their social skills with the other children. Children's behaviour is managed well with clear and concise procedures explained by the childminder. The childminder uses distraction methods for the children and is a good role model for them, using calm tones and language that the children understand. For example, the childminder reminds children not to run around while indoors and to use tissues to wipe their noses and dispose of these appropriately.

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	3

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	3
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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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	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	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 identified in the early years part of the report (Records to be kept)(Suitability and safety of premises and equipment). 23/02/2011

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 identified in the early years part of the report (Records to be kept) (Suitability and safety of premises and equipment) 23/02/2011