

Inspection report for early years provision

Unique reference number	EY410064
Inspection date	17/11/2010
Inspector	Hazel Meadows
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 June 2010. She lives with her husband and two children aged 13 years and 14 months in a house in Mistley, Essex. Level access is available to the rear of the premises. The whole of the ground floor is used for childminding activities and an upstairs bedroom is available for daytime sleeping. There is a downstairs cloakroom. There is a fully enclosed garden for outside play. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age at any one time, of whom no more than two may be in the early years age range. She is currently minding three children, who attend part-time, in the early years age range. She is also able to offer care to children aged over five. She occasionally works with another registered childminder at the other childminder's home.

The childminder is a member of the National Childminding Association. She takes children to local toddler groups and children's centres, the library, parks and play areas and to nearby places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder provides a welcoming environment where children are relaxed and settled. They are offered a broad variety of play and learning experiences, in the home and through outings, and make good progress towards the early learning goals. The childminder knows the children well as individuals and establishes positive and trusting partnerships with parents. She is developing a method of recording observations of children to monitor and promote their progress through the Early Years Foundation Stage. Most documentation and procedures are in place, however, children are not safeguarded as the childminder is operating in breach of her registration conditions and not all of the legal requirements are in place. The childminder has not completed a systematic method of self-evaluation; therefore, these areas have not been suitably identified and rectified.

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:

- the provider must carry public liability insurance for the provision 17/11/2010

- records must be easily accessible and available for inspection by Ofsted.

17/11/2010

To improve the early years provision the registered person should:

- increase the amount of activities and resources that positively reflect diversity
- review the method of monitoring children's progress through the Early Years Foundation Stage to ensure it is effectively used to identify their next steps and to inform planning
- develop a systematic method of self-evaluation to ensure any areas for improvement are effectively identified and swiftly rectified.

The effectiveness of leadership and management of the early years provision

The childminder has Criminal Records Bureau (CRB) clearance; however, children are not safeguarded as the childminder has not notified Ofsted of other persons over 16 years of age who live on the premises and, subsequently, they have not been appropriately vetted. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage and may place children at risk. Ofsted does not intend to prosecute on this occasion.

The childminder is caring for more children than her conditions of registration allow, which is a breach of conditions and, therefore, children are not safeguarded. This is an offence unless the provider gives a reasonable excuse. On this occasion the childminder did so and Ofsted does not intend to take further action.

The childminder is very attentive to the children and watchful of them to ensure their well-being. She has undertaken risk assessments of her premises and most potential hazards have been identified and addressed. All appropriate fire equipment is in place and the emergency evacuation procedure is practised with the children to promote their safety.

Most documentation is suitably organised and records are stored confidentially, however, no evidence of current public liability insurance cover was available at the inspection. The childminder has written policies which she is reviewing and updating as she gains experience, as some aspects of these do not reflect her own practice. The policies, plus copies of her training certificates and other relevant information, are made available to the parents in a folder. She gathers comprehensive details about the children and has signed, written parental consents in place to ensure children are cared for according to their parents' wishes. The childminder has an inclusive approach and values children's individuality, for example, she asks parents to complete a sheet regarding their child's routine. She has a positive attitude to children's differences, however, activities and resources which positively reflect diversity are limited.

The childminder develops positive and trusting partnerships with parents and their comments and feedback are welcomed. The childminder encourages frequent two-

way verbal communication to ensure children's individual needs are met and to promote continuity of care. She has close links with her co-childminder but limited contact with others who are also delivering the Early Years Foundation Stage to the minded children. She recognises this is an area for further development to enhance children's progress and continuity of care. She has access to support from her local authority to improve her practice. The childminder has not completed a systematic method of self-evaluation. This has resulted in areas requiring further improvement not being identified or rectified, which shows a limited capacity for continuous improvement.

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

Children are very happy settled with the childminder and are contented in her care. A good selection of clean toys and resources are easily accessible to the children in the lounge. Toys are stored at low level, enabling children to make their own choices and become inquisitive learners. Babies and toddlers skilfully operate action reward toys to trigger music and delight in using the shakers. Toys are varied and interesting and offer a good level of challenge and progression for the children. The childminder enthusiastically plays alongside the children to focus their interest and encourage their efforts. The range of toys and activities are supplemented with visits to local groups and play centres where children have opportunities to explore different media, such as, sand, paint, play dough and collage, and use multi-sensory equipment. The childminder also utilises local toy and book libraries to offer children a broader range and variety of activities. Large books and props are used well to enhance storytelling and promote children's love of books.

Interaction between the children and the childminder is warm and spontaneous and children are happy and confident. Children obviously feel secure and safe with the childminder. She offers gentle reminders and explanations to support children's understanding of keeping themselves safe, for example, she teaches children about road safety on outings. Children's behaviour is generally very good. The childminder has a calm and consistent manner to help children manage their behaviour and they respond positively to this approach. She offers clear explanations and options and skilfully uses distraction to diffuse any minor skirmishes over toys. Children's communication skills are encouraged as she constantly talks to the children and is very attentive to the younger children's attempts at speaking, smiling enthusiastically. Children are developing positive relationships and social skills which are further supported on outings to meet with other children at local groups and childminders.

The childminder has a good understanding of child development and gets to know the children and their capabilities well. She uses this knowledge to help her plan for individual children's needs and to help them make good progress through the Early Years Foundation Stage. She has developed a method of recording observations of the children, using written on post-it notes stuck into a learning journey booklet. Observations are sometimes supported by a photograph. However, it is not always clear from the record what the child has achieved or

what the next steps may be and any cross-referencing to the 'Development Matters' sheets are not clearly linked. The childminder recognises that this is an area for further development and improvement and is exploring different methods. The learning journeys are shared with parents, who are encouraged to share what they know by contributing their own comments about their child's development. One parent has written some very positive comments about their child's enjoyment of the setting and their good progress since starting with the childminder.

Children have regular opportunities for fresh air and exercise which promotes a healthy lifestyle. Babies are regularly taken out in the buggy and this time is used by the childminder to raise children's awareness of road safety. In fine weather, children play in the garden, however, the childminder has identified the decking area is quite slippery, so the garden has not been used much recently. The childminder is exploring ways of rectifying this. Good hygiene is mostly promoted and children are usually encouraged to become familiar with good hygiene practices. For example, wet wipes are used on babies' hands after nappy changes and children are aware of childminder washing her own hands. Children are mostly offered nutritious snacks and meals, and drinks are readily available, ensuring children are well-hydrated. Babies and toddlers are developing their independence skills as they manage well to feed themselves. Children's routines are well maintained and supported in close cooperation with parents, for example, children are able to sleep and rest according to their needs.

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	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	4
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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:

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 (CR14.2 Insurance) 17/11/2010

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 (CR14.2 Insurance) 17/11/2010