

Inspection report for early years provision

Unique reference number	109156
Inspection date	03/02/2011
Inspector	Jaqueline Walter
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 husband and four adult children. They live in Uckfield, East Sussex and are close to shops, parks, schools and public transport links. The whole of the ground floor of the childminders house is used for childminding. There is an enclosed garden available for outdoor play. The family has a cat as a pet. The childminder is registered on the Early Years Register 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. The childminder is currently minding four children in this age group. The childminder supports children with special educational needs and/or disabilities. She is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder lacks knowledge of some of the welfare requirements, which means aspects of children's health and safety are not promoted effectively, putting children at risk of harm. Good knowledge of each child's needs, good quality interaction and an effectively organised learning environment, help the childminder promotes children's learning well. Information from observation and assessment is used well overall and the childminder plans and provides a wide range of stimulating experiences, ensuring that that children make good progress. Partnerships with parents and other settings are satisfactory overall, although some required information is not shared with parents. Some self evaluation and appropriate action is currently being taken demonstrating a satisfactory commitment to the continual improvement 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 information is shared with parents regarding the procedures to be followed in the event of a child going missing and in the event of a parent failing to collect a child at the appointed time and the procedure to be (Safeguarding and promoting children's welfare) 17/03/2011

- carry out full a risk assessment for each type of outing (Safeguarding and promoting children?s welfare) 17/03/2011
- ensure prior written permission is obtained from parents for each and every medicine before any medication is given (Safeguarding and promoting children?s welfare) 17/03/2011

To improve the early years provision the registered person should:

- develop evaluation systems further by seeking the views of users of the setting, in order to check that systems meet requirements and the needs of children
- further safeguard children by obtaining written consent from parents for outings.

The effectiveness of leadership and management of the early years provision

The childminder understands her responsibility to protect children?s welfare. She knows the procedures to follow should concerns for children be raised. For example, she records any concerns identified and has the necessary contact numbers easily available to report any concerns. The childminder risk assesses her premises well to minimise potential hazards and keep children safe. Records of visitors are made, safety gates are available for stairs and low glass is fitted with safety film. The childminder seeks parental permission to take children on outings, but does not have this in writing to record it. The childminder does not risk assess each type of outing individually, however, which is a breach of requirements and places children at risk. Additionally, the childminder does not obtain written parental permission before medication is given, which also breaches requirements. As a result, children?s safety is put at risk and they are not safeguarded appropriately.

The learning environment is safe and well organised.. For example, children can access either a child friendly-play room or the lounge and garden, as they wish. Resources and equipment are organised effectively to allow children to gain skills in decision making and in becoming independent. For example, resources are easily accessible in low draws and cupboards with frosted fronts so they can see and self select what they want to play with.

Children with special educational needs and/or disabilities are supported well and as a result achievement gaps are narrowed. The childminder discusses children?s additional learning needs with parents and follows suggestions by outside agencies, in order to meet these needs. There are appropriate partnerships with parents in place overall. Parents receive details of children's achievements and any concerns are shared. However, at present the childminder does not provide parents with some required information, such as procedures to be followed for the non-collection of children, or if children are lost or missing. This is a further breach of requirements.

Overall the drive for improvement and self-evaluation is satisfactory. The childminder has taken some steps to self-evaluate her provision although no actions have yet been taken to address weaknesses identified, and some are overlooked. For example, she has completed the Ofsted self evaluation form, assessed the opportunities she offers to children to explore media and materials and has devised a plan to obtain an outdoor sand and water tray in the future. The childminder does not seek the views of parents to help her evaluate her provision. Nevertheless, she has successfully addressed all previous actions and recommendations made at the previous inspection by improving her record keeping, risk assessing her garden and improving assessment systems, thereby improving some outcomes for children.

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

The childminder provides a welcoming, friendly home environment. She has a wide selection of stimulating resources and activities that promote all areas of learning. Children develop their knowledge and understanding of the world by enjoying first hand experiences, such as growing cress, digging in the garden and visiting the library. The childminder interacts well and in a caring manner with children. She motivates them using lots of praise and encouragement and then supports them well in attempting to try more difficult activities. Younger children explore different movements as a result of the childminder placing her hand on theirs and gently guiding them in turning buttons rather than pressing these. Consequently, children are motivated and interested and take pride in their achievements. She supports and extends children's learning well. She encourages children's communication, language and literacy skills through lots of friendly talk, introducing new words and repeating these. Children respond well, making sounds and noises with enjoyment. She engages young children in conversations, and as a result they are beginning to make known their wants and needs. Children hold out their hands towards a cup when asked if they would like a drink. The childminder plans, purposeful play that takes account of children's individual learning needs and interests. Children have regular opportunities to develop both their abilities to interact with other children and their physical skills through visiting toddler groups and tumble-tot sessions. The planning and assessment systems are good. The childminder observes what children can do, identifies their next steps in development and then plans activities to promote their individual learning needs. As a result, children make good progress in their learning and development.

Children have good opportunities to develop understanding of keeping themselves safe. They observe and participate in good practice that the childminder implements, such as using reins on them when in high chairs and participating in regular emergency evacuation drills. Young children appear content and settled because their physical and dietary needs are met well. However, their health and safety is not assured owing to weaknesses in the childminder's safeguarding systems.

Children are encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others. The childminder has sound knowledge of appropriate strategies to use. She encourages working together through participating in activities, and talks to older children about sharing whilst using distraction with younger children.

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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

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	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:

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 (Records to be kept). 17/03/2011

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 (Records to be kept). 17/03/2011