

Inspection report for early years provision

Unique reference number	403176
Inspection date	11/02/2011
Inspector	Janet Fairhurst
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 2000. She lives with her partner and grown up child in Corbridge. The whole of the ground floor is used for childminding. Toilet and hand washing facilities are on the first floor. An enclosed front garden is available for outdoor play. There are schools, pre-schools and toddler groups within the local area, as well as parks, shops and local amenities. The childminder has three dogs, to which children have supervised access.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is presently caring for eleven children, of whom five are in the early years age group. All children are cared for on a part-time basis. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She takes children to and collects them from nursery or school.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder provides a friendly environment, where children are happy and settled. She implements appropriate procedures to gather information from parents in order to meet children's individual care needs and create an inclusive environment. However, she has not fully implemented procedures to effectively promote children's progress towards the early learning goals and has breached a specific legal requirements as she has failed to inform Ofsted of all adults living in the household.

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:

- develop understanding of the learning and development requirements of the Early Years Foundation Stage, in order to undertake sensitive observational assessments, in order to plan to meet young children's individual needs (Organisation) 01/03/2011
- ensure that Ofsted is informed of all adults living on the premises so that suitable checks can be carried out (Suitable people) (also applies to both parts of the Childcare Register) 18/02/2011

To improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop systems of self-evaluation to clearly target actions for improving outcomes for children
- develop toys, resources and activities that raise children's knowledge and understanding of diversity.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge and understanding of safeguarding is satisfactory. She is confident about signs and symptoms to be aware of and procedures to follow should she have any concerns. However, the childminder has failed to inform Ofsted of all adults currently living in the home. This is a breach of the legal requirements and compromises children's safety, as it does not ensure that all adults have been suitably vetted. Detailed risk assessments are in place along with daily visual checks of all areas and equipment to minimise the likelihood of accidents. Risk assessments are also undertaken for all outings, although these are not recorded. All documentation required to promote the safe and effective management of the setting is in place, suitably organised and readily available. For example, children's details, medication and accident records.

Space at the childminder's home is effectively arranged so that children can move around freely. Resources are sufficient and set out on the floor to encourage children's free choice and independence. No children with special educational needs and/or disabilities attend the setting but the childminder demonstrates an appropriate attitude towards ensuring that all children are fully included at the setting.

Suitable procedures are in place to ensure that parents are informed about the setting. For example, the childminder invites all parents to read relevant policies and procedures, which they sign to say they have understood. Important information, such as, the childminders registration certificate is displayed. This also helps to keep parents informed. She gathers relevant information from the parents to ensure that she is aware of children's individual needs, such as, likes, routines and medical needs. Verbal feedback ensures that parents are kept informed about the care that their children receive. The childminder demonstrates a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity. The childminder has had some involvement from the local authority development worker and from this acknowledges that there are several areas for improvement. However, she has not developed effective procedures to further monitor and evaluate her provision to ensure continuous improvement. The childminder has addressed the recommendations raised at the previous inspection. For example, all parents have written contracts in place and she has developed her knowledge of child protection, which is supported by a

written policy.

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

Children are happy and settled at the childminder's home. They approach the childminder with ease and confidently move around the space, making choices about their learning and play. The childminder knows the children with regard to their likes, dislikes and differing personalities. She has begun to use photographs to show the range of activities that children enjoy. However, her lack of understanding of the learning and development requirements means that these are not linked to the areas of learning. They do not show progress towards the early learning goals and do not identify the next steps in children's learning. This does not promote children's development towards the early learning goals.

The childminder clearly enjoys spending time with the children. She sits on the floor engaging in their play. She is beginning to promote their language skills as she chats constantly to them, naming colours and parts of the body as they play. Children access books and occasionally like stories to be read to them. A suitable range of jigsaws and building blocks help children to problem solve. Children's creative skills are developing as they draw, colour and paint. These activities also help to promote basic mark making skills. Children have some opportunities to begin to develop skills for the future as they use simple interactive toys. For example, the children know that if they press the button the hobbyhorse will make a sound. The childminder makes appropriate use of nursery rhymes to begin to introduce early numbers, as well as using everyday routines such as counting the steps they take on the stairs as they visit the bathroom. The childminder promotes children's understanding of some issues surrounding disability through discussion. However, resources and images to further promote children's awareness of diversity are limited. Children enjoy the freedom of the local parks where they can run and play games. Here they can access large play equipment, which encourages them to climb and test their abilities knowing that the childminder will be on hand to provide support if needed. This helps to promote children's confidence and physical development.

The childminder demonstrates a satisfactory understanding of the importance of providing a healthy and balanced diet. Suitable hygiene routines are followed to prevent the spread of infection and children are beginning to follow appropriate routines such as washing their hands after using the toilet. The childminder uses adequate age appropriate techniques to help children to begin to learn right from wrong. Children are taught to be kind to one another and to share. This is combined with encouraging children to get involved in tasks, such as tidying up. This helps children to begin to learn routines and to take responsibility for the space around them. Children are beginning to learn about keeping safe as they practise fire drills and discuss road safety.

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	3
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	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	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	3
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 (Arrangement for safeguarding children) 18/02/2011

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 (Arrangements for safeguarding children) 18/02/2011