

## Inspection report for early years provision

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<b>Unique reference number</b>	226789
<b>Inspection date</b>	11/01/2011
<b>Inspector</b>	Linda Moore
<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 has been registered since 1991. She lives with her two daughters aged 21 and 16 years and a 14-year-old son in the Evington area of Leicester. The ground floor of the property is used for childminding along with the first floor bathroom. The setting operates each weekday from 8am to 6pm all year round. There is a fully enclosed garden available for outside play.

The childminder is registered 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. She currently has one child on roll in the early years age group. This provision is registered by Ofsted on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. 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.

There are breaches in the welfare requirements and these compromise the safety of children. Children's learning and development is not effectively promoted as there is no system in place for observation, planning and assessment. Positive relationships have been formed with parents and other settings and channels of communication are in place for some information sharing. There is no system in place to self-evaluate and identify the weaknesses highlighted at inspection.

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:

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| • request written permission at the time of children's admission to the provision, to the seeking of an necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)    | 01/02/2011 |
| • maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident; include any assessment of risks for outings (Documentation) | 01/02/2011 |
| • gain knowledge and understanding of the Early Years Foundation Stage learning and development requirements so that children are provided with an   | 01/02/2011 |

educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Organisation).

To improve the early years provision the registered person should:

- use self evaluation and quality improvement processes as the basis of ongoing internal review
- develop an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately.

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

The childminder's knowledge of the Early Years Statutory Framework is inadequate and consequently some of the welfare and learning and development requirements are not met. This may have a significant impact on children. The childminder is aware of the signs and symptoms of child abuse. However, her knowledge and understanding of safeguarding procedures, such as how to report any concerns about children in her care, is less secure. The home environment is generally safe with suitable safety equipment fitted where needed. Toys and resources are suitable and in good condition. However, a written risk assessment is not in place and written permission is not sought from parents to seek any necessary emergency medical advice or treatment. These are both welfare requirements and the omission could potentially impact on children's safety and well-being.

The childminder takes steps to reduce the risk of cross-infection, such as providing individual drinking cups, hand towels and flannels. Children eat healthy snacks such as fresh fruit and vegetables and participate in regular physical play sessions. These measures contribute towards their health and fitness. Sound relationships are built with parents. Basic information is gathered when children start and daily verbal exchanges and written diaries help to keep parents aware of how their child has been. There is a child-friendly room that is designated for play where children can help themselves to toys and resources. This contributes towards their enjoyment and progress. However, the childminder has not familiarised herself with the learning and development requirements. There is no observation and assessment system in place to enable the childminder to make informed decisions about each child's progress and plan effectively towards their next steps in learning. Consequently, their development is not fully supported. This has an impact upon the level of information parents receive about their child's progress and means there is no formal process in place to include their views. Although there are no children who presently attend other settings, the childminder understands the importance of working together with other professionals to provide consistent care and learning for children. The childminder has no methods in place for self-evaluation to ensure that her practice is developing or to identify areas for improvement.

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

The childminder does not provide an effective education programme that offers personalised learning for children. She is unfamiliar with the early learning goals and six areas of learning and this affects her ability to support their development. There is no system in place for observing children to determine their individual needs and plan effectively. This means children are not always appropriately challenged or supported in reaching their next steps. This compromises their ability to achieve and progress to their full potential.

Children enjoy the childminder's company as she is attentive, caring and friendly. This helps them to settle well and feel welcome and valued. They can choose what they want to play with and access toys independently. The childminder shows interest in what they say and do, sitting close by as they play. She talks with them and helps as they learn to complete jigsaws. Children enjoy playing with toys and resources that help them handle and manipulate things, such as toys with buttons to press or books with flaps to open. They explore media as they feel and squeeze play dough. They practise their manipulative skills further as they bake cakes. They begin to learn about being healthy, such as when to wash their hands and why it is important to eat healthy snacks like fresh fruit and vegetables. Although positive behaviour is promoted, with stickers and sticker books used to acknowledge and reward achievement, children receive insufficient adult support to help them progress and make a positive contribution.

Children develop physical skills as they play in the rear garden or visit the local park. Appropriate precautions are taken during outings to ensure children's safety, such as using reins and wrist restraints and teaching them about road safety. However children's sense of safety is not secure as the childminder is not fully implementing welfare procedures.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 01/02/2011
- devise a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 01/02/2011

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 compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children) 01/02/2011
- take action as specified in the compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints). 01/02/2011