

Inspection report for early years provision

Unique reference number	EY412978
Inspection date	23/02/2011
Inspector	Lisa Cupples

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 registered in 2010 and she lives with her two teenage children in a house in Fareham, Hampshire. The home is close to shops, parks, schools, pre-schools and public transport links. The childminder uses the ground floor for childminding and rest facilities are provided on the first floor. Children have access to a fully enclosed garden area for outside play and the family has no pets. The childminder is registered to provide care for three children at any one time, all of whom may be in the early years age range. She currently provides care for two children in the early years age group on a part time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary 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.

Overall, the needs of the children are not met. All children are happy and settled during their time with the childminder. However, the childminder has limited knowledge and little experience of using the Early Years Foundation Stage framework and therefore, is in breach of a number of requirements. She does not plan effectively to meet individual children's needs and learning and development requirements are not met. Although some of the required paperwork in place, most of the documentation is not in place and insufficient information is gathered from parents to ensure children's safety and welfare and to promote inclusion. The childminder does not have a system in place for self-evaluation. As a result, she is unable to demonstrate how she will maintain continuous improvement.

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:

- devise and implement a clearly defined procedure for the emergency evacuation of the premises (Premises, environment and equipment) 04/03/2011
- conduct a risk assessment and review it regularly - at least once a year or more frequently where the need arises (Premises, environment and equipment) (also applies to both parts of the Childcare Register) 04/03/2011

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 04/03/2011
- conduct a risk assessment for each type of outing, to include an assessment of required adult:child ratios (Safeguarding and promoting children's welfare) 04/03/2011
- maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children, including a record of the children's details and the emergency contact details of the parents and carers (Documentation) (also applies to both parts of the Childcare Register) 04/03/2011
- obtain public liability insurance (Premises, environment and equipment) (also applies to both parts of the Childcare Register) 04/03/2011
- maintain a record of accidents and first aid treatment and ensure the parents are informed of any accidents or injuries that occur on the premises (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 04/03/2011
- keep a written record of medicines given to children and inform parents (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 04/03/2011
- obtain written permission from parents before administering medication to children (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 04/03/2011
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 04/03/2011
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 04/03/2011
- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to plan enjoyable and challenging experiences tailored to their individual needs (Organisation). 04/03/2011

To improve the early years provision the registered person should:

- practise regular evacuation drills with the children and record the details in a fire log book, including any issues that arise and the steps taken
- develop a balanced programme of activities and learning experiences, based on children's individual needs and interests, both inside and outside, to cover all areas of learning equally
- share information about the children's next learning steps with parents to

- enable them to be fully involved and extend their children's learning at home
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded with regard to child protection issues because the childminder has a clear understanding of the procedures to follow if she has concerns about any child in her care. She has a written safeguarding policy which is shared with parents to ensure they are fully aware of her responsibilities. The childminder takes some steps to minimise the potential risks to children. For example, the garden pond has been filled in and the childminder uses a rug to protect the children from falling on the marble hearth. However, a number of breaches in requirements compromise children's welfare and safety. For example, no risk assessments have been completed for the areas used by the children in the house, the garden or on outings. The childminder has no public liability insurance in place and there is no evacuation procedure in place in the event of an emergency. During the inspection the childminder demonstrated that children are adequately supervised while in her care.

Systems for self-evaluation have not been established. The childminder does not make good use of the Early Years Foundation Stage framework documentation to reflect on whether she is meeting the Early Years Foundation Stage requirements or to look for gaps in her knowledge. She has an understanding of child development and interacts with the children during their play and learning. The childminder has not yet identified ways to increase or support her understanding of observation and assessment and the learning and development requirements. This limits her ability to promote equality and diversity and recognise each child as an individual with unique needs. The childminder organises her home to enable young children to move around freely and children access a range of toys and resources stored at a low level to promote their independence.

Partnerships with parents are beginning to develop and the childminder shares information about the children's activities and welfare verbally, at collection time. She discusses and provides a range of policies to help the parents understand what underpins her practice; this includes a system for complaints and safeguarding policies. At this time, the parents are unable to become fully involved in their children's learning because no information is shared about their children's next individual learning steps. The childminder has no registration records of children's details, including parents emergency contact information, or details about the children's doctor. The childminder does not keep a record of the children's hours of attendance in line with the requirements of registration. She does not have parental consent in place to seek emergency medical treatment or advice, or to administer any medication and no system has been developed to ensure she keeps a record of any medicines given to children. In addition, the childminder does not have procedures in place to record the details of any

accidents that occur or how they are dealt with. These are further breaches of specific welfare requirements and this limits the childminder's ability to respond effectively, and to promote the children's safety and welfare appropriately. The childminder has not yet established any procedures to develop partnerships with other providers of care and education to ensure that children have a package of care and education to support their individual needs.

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

Children enjoy their time with the childminder and take part in a range of activities as they begin to develop sound relationships. However, any learning that takes place is incidental because the childminder does not routinely observe the children or identify their next learning steps. Therefore, the interaction and discussion with the children is general and has no clear learning intention or focus to ensure they continue to make progress towards the early learning goals. The childminder does not track or monitor the range of activities and experiences provided to ensure all six areas of learning are being covered equally, both inside and outside. Children show curiosity and explore their surroundings with confidence, and they are happy and settled in the childminder's care. The relaxed atmosphere and selection of resources enable the children to investigate and play independently, alongside each other and with the childminder, developing their social skills. Children's spoken language is being supported. The childminder talks to the children continually, introducing new words and saying them slowly, enabling the children to attempt to repeat them. The childminder praises the children as they attempt the words and they smile and respond well. Children handle books and are learning about turning the pages correctly. They enjoy listening to stories and looking at the pictures with the childminder. Children see positive images around the setting with play figures, puzzles and books as they begin to gain an understanding of diversity. They use their imaginations and use representation during role play activities. Children have opportunities to mark make as they practise their emergent writing skills and the childminder says the names of shapes and colours as they children play.

Children begin to learn about the importance of keeping themselves safe from an early age in some respects. For example, they know they must not climb on the furniture in case they fall and hurt themselves and they sit in the high chairs safely during meal times. However, the childminder does not practise fire drills with the children to ensure they are aware of the procedures to follow in the event of an emergency and there is no log in place to record or evaluate any future fire drills. Children are beginning to learn about the importance of healthy eating through daily routines. The childminder provides a range of fresh fruit, vegetables and well balanced meals for the children. They benefit from the fresh air daily during outside play, trips to the local parks and to feed the ducks and swans, although no risk assessments for outings have been completed to ensure the children's safety. Children behave well and understand the simple rules and boundaries in the childminder's care. Children are encouraged to be kind to one another and they share and take turns with ease. They show curiosity and explore their surroundings

with confidence.

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	4
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	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
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 (Suitability and Safety of Premises and Equipment, Records to be kept, Insurance). 04/03/2011

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 (Suitability and Safety of Premises and Equipment, Records to be kept, Insurance). 04/03/2011