

Inspection report for early years provision

Unique reference number	314844
Inspection date	24/05/2011
Inspector	Judith Kerr
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 1996. She lives with her husband, two adult children and an 11 year old child in the Woolston area of Warrington. The whole of the ground floor of the childminder's house except for the self-contained annexe is used for childminding purposes. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for six children in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has failed to develop a sound understanding of the Early Years Foundation Stage framework. As a result, she is not aware of some key issues which are paramount and a number of requirements are not being met. Nonetheless, she provides a welcoming, caring environment with age-appropriate activities; inclusion is satisfactorily promoted and individual children's care needs are recognised and met. The childminder develops relevant working relationships with parents and links with other settings to ensure consistency of care and learning for all children. The childminder has not yet started to monitor her provision in order to identify priorities for future 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:

- take all reasonable steps to ensure that hazards to children both indoors and outside are minimised; with particular regard to the marble hearth, the stairs and the trampoline (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register) 06/06/2011
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register). 24/05/2011

To improve the early years provision the registered person should:

- develop observations and use them to plan relevant and motivating learning experiences for each child; match their achievements to the expectations of the early learning goals
- implement quality improvement processes as the basis of ongoing internal review, for example by using a system of self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder is caring for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. Although, the childminder has a sound understanding of the signs and symptoms and procedures to follow to protect children from harm and abuse they are not sufficiently safeguarded as she does not fully understand the conditions of her registration. All adults in the household have been checked to ensure they are suitable to be in close proximity to children. Risk assessments are completed to monitor hazards in the home and on outings. However, these lack detail and do not, for example, measure reasonable steps in relation to the marble hearth, the stairs and the trampoline in the garden which all pose a potential risk to children's safety. Records of children's attendance are not kept up-to-date to demonstrate their hours of attendance. These are requirements in regulations. Nonetheless, children are carefully supervised and the required consents are in place to ensure parental agreements have been sought.

A relaxed and welcoming environment is provided with space being agreeably organised to accommodate children's needs. Children benefit from choosing their own resources which are for the most part organised accessibly. This enables them to make choices and develop their confidence and self-esteem. The recommendations raised at the last inspection have been partially addressed to improve the childminder's knowledge of how to protect children and ensure parents are kept fully informed. Some of the safety risks are still to be fully addressed. The childminder has attended a number of training courses in order to improve and enhance her knowledge of best practice. She has not, however, started to monitor her provision in order to identify areas for improvement. As a result, she has failed to identify the breaches in regulation and gaps in monitoring children's progress which are recognised at this inspection.

The childminder develops sound partnership with parents to meet children's individual care and learning needs. She encourages them to be involved in supporting their child's ongoing learning and development. For example, they agree their child's starting points and share the ongoing learning records. She is aware of where to seek support and advice if she were to care for children with special educational needs and/or disabilities, or who speak English as an additional language to ensure that they would be fully integrated and included. Partnerships with other providers who deliver the Early Years Foundation Stage framework are

established to promote consistency and continuity for children.

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

The childminder has an acceptable understanding of the Early Years Foundation Stage and the need to provide stimulating activities and experiences which support and extend children's learning and development and are appropriate to their age and stage of development. Observations are undertaken and generalised next steps predicted but the childminder is unclear how to use these to identify learning priorities for individual children to plan for their future learning. Links to the elements of the framework are not made to help monitor children's progress towards the early learning goals and ensure they each achieve to their full potential.

Children's communication and language skills are enhanced as they enjoy visits to the library, read stories and learn how to handle books in the correct manner. The childminder observes and listens to what children do and say and then responds accordingly. She gives smiles, praise and encouragement as children seek her approval. Mark-making materials are readily available and all children are encouraged to practise writing using different materials, such as paint, crayons and chalk. Creativity is enhanced as children make cakes, print with their hands and collage with a wide range of tactile resources including glitter, pom poms, feathers and wobbly eyes.

Young children are starting to count the number of pieces in the puzzle and recognise different shapes and colours. Calculation skills are developed as they sing favourite songs, such as 'five monkeys in a bed'. Beneficial use is made of both the indoor and outdoor environment to stimulate children's development. Outings to the park and visits to feed the ducks and horses help children to learn about their community and consider the needs of other living beings. They manoeuvre the wheeled toys and handle small tools, such as brushes, rolling pins and dough cutters with confidence. Children are learning to value and respect people's differences and become aware of the wider world in which they live. For example, they discuss the impact of being blind and learn about different races and cultures from resources including foods, dolls and books.

Appropriate discussions and role modelling help children to learn about the importance of washing hands at correct times to minimise the risks of cross-infection. The children enjoy generally nutritious meals and snacks which contain fresh ingredients. They have free access to drinking water throughout the day to enable them to quench their thirst. Children clearly learn about staying safe through discussion and everyday routines. For example, they talk about road safety and understand they must be securely strapped in the car on outings. The childminder occasionally practises her evacuation plan so they understand what to do in the event of a fire.

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	4
The effectiveness with which the setting deploys resources	3
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	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	3
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Outcomes for children in the Early Years Foundation Stage

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

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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:

- must ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare. (Suitability and Safety of Premises and Equipment)(also applies to the voluntary part of the Childcare Register) 06/06/2011
- take action as specified on the early Years part of the report (Records to be kept). 24/05/2011

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 on the early Years part of the report.(Records to be kept) 24/05/2011
- take action as specified on the Compulsory part of the report. (Suitability and Safety of Premises and Equipment). 06/06/2011