

Inspection report for early years provision

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Inspection date	08/06/2011
Inspector	Julie Firth
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 1993. She lives with her husband and children aged 16 and 12 years in Ashton-under Lyne, an area of Tameside. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage and attends on a part-time basis. The childminder also offers care to children aged over five years to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Insufficient regard is given to the statutory Framework for the Early Years Foundation Stage. Consequently, some specific legal requirements are not being met. Organisation of the setting and the provision for children's learning and development is highly restricted. Children are suitably engaged in play. However, the lack of planning, observation and assessment does not challenge or stimulate them in all areas of their learning. The childminder does not have systems in place to allow parents to contribute to their children's learning and lack of information given to them restricts their involvement. Furthermore, the childminder has not had any liaison with Sure Start or the local nursery school to ensure progression or continuity of care. Systems to evaluate the effectiveness of the provision are not in place and very little is done to secure 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:

- implement an effective safeguarding children policy and procedures, including the procedure to be followed in the event of an allegation being made against a family member (Safeguarding and promoting children's welfare) 06/07/2011
- implement a complaints procedure and share this with 06/07/2011

- parents (Safeguarding and promoting children's welfare)
- Obtain a first aid certificate that is approved by the local authority and consistent with guidance (Promoting good health) 28/09/2011
- gain a knowledge and understanding of the Early years Foundation Stage so that children are provided with an educational programme as they make progress towards the early learning goals and undertake observation and assessment to meet children's individual needs and development (Organisation). 20/09/2011

To improve the early years provision the registered person should:

- review and update policies for the well-being and management of the setting to meet the needs of the children
- devise systems for parents to gain opportunities to contribute and become involved in their children 's learning
- develop self-evaluation to monitor the service and review practice
- add more detail to the daily risk assessment, for example, date, and review regularly.

The effectiveness of leadership and management of the early years provision

The childminder has a basic awareness of the safeguarding procedures. However, children are not adequately safeguarded because some procedures are not rigorous enough in the setting. She does not have a written policy in place and is not familiar or clear with the procedures of the safeguarding board if a member of her household is accused of abuse. There is also no written complaints procedure in place to share with parents. This is a breach of regulation. Children are cared for in generally safe and secure premises. A risk list has been carried out on all parts of the property, indoors and outdoors, and the childminder conducts daily checks to ensure that the environment is safe for children. However, these lack detail and are not dated or signed. Furthermore, they do not refer to each individual type of outing she undertakes. She has an awareness of vetting for all household members over the age of sixteen years and has recently implemeteted a clearance for her daughter. Furthermore, parental permission for emergency advice or treatment has been obtained for all children. Howvever, the childminder does not hold an up to date first aid certificate. This is a further breach of regulations. A register is in place that records children's actual arrivals and departures and she keeps relevant information on the contract between herself and the parents. However, she has no other written policies for the setting to share with them.

Resources are suitably organised. Toys are arranged in low-level baskets to enable children to access them independently. They are alternated to ensure they obtain a good choice. The childminder has some resources which reflect our diverse world, however, topics around equality are limited. She endeavours to provide an

inclusive service and warmly welcomes children and families. The childminder exchanges information with parents on a daily basis about what children have been participating in whilst in her care. However, there are few opportunities to involve parents in their children's learning and insufficient information is obtained in relation to their children's starting points and development. Parents are given limited information or policies regarding the setting when they start to keep them fully informed of her practice. There are also no transition systems in place when the children attend other settings that deliver the Early Year's Foundation stage.

The childminder has not started to use self-evaluation which reflects on her awareness to find significant weakness within her service. However, she is keen to seek support from Sure Start to provide much better outcomes for children. She meets with other local childminders to keep up-to-date and is aware of future training courses. However, the effectiveness of leadership and management in driving and securing improvement is inadequate. Her limited knowledge and understanding of the statutory framework restricts her ability to assess fully the effectiveness of the provision, or identify a number of legal requirements that are not being met.

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

Children enjoy their time with the childminder and they are taken out in the fresh air, which contributes to their health and well-being. Through discussion she demonstrates some activities the children take part in and a daily routine is displayed on the door. Children enjoy arts and crafts, colouring and making marks with felt pens. They recognise letters and colours on a work sheet and attempt to write their name. Children are able to express themselves as they play with some small world play. They are encouraged to be creative as they paint a picture to take home.

Children learn to play together and socialise at the groups. They develop some independence skills as they are able to make choices and explore their environment independently. The childminder asks them questions and sits alongside them as they play with the dolls. However, she has a poor knowledge and understanding of the learning and development requirements of the early year's foundation curriculum. There are no observations or assessments systems in place and planning is general and not linked to the six areas of learning. It also does not identify individual children's needs or interests or their next steps of learning. This limits their ability to achieve their full potential.

Children's health is promoted as they go out for walks every day to get fresh air. Suitable hygiene procedures are in place to prevent the risk of infection. However, there are no written procedures given to parents if their children are sick when attending her premises. The childminder ensures that children wash hands after using the bathroom and they learn about germs that can be passed around to each other. Children's drinks are easily accessible for them and parents provide snacks and meals which are generally healthy. Children learn to keep themselves safe as the childminder talks to them about issues, such as road safety. A fire

evacuation is practised so that they learn what to do in the event of a fire or emergency. However, this is not recorded. Children have developed warm relationships with the childminder and so feel generally comfortable in the setting. They are encouraged to take turns and share and the childminder speaks to them in a gentle manner.

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	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	4
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	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 part of the report(Arrangements for safeguarding). 06/07/2011
- take action as specified in the early years part of the report(Procedures for dealing with complaints) 06/07/2011
- take action as specified in the early years part of the report (How the childcare provision is organised) 20/09/2011
- take action as specified in the early years section of the report (Welfare of the children being cared for). 28/09/2011

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) 06/07/2011
- take action as specified in the early years section of the report(Promoting good health). 06/07/2011