

Inspection report for early years provision

Unique reference number	322684
Inspection date	21/06/2011
Inspector	Frank William Kelly
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.

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Description of the childminding

The childminder was registered in 1994. She lives with her husband and adult aged child in Astley, near Manchester. The whole of the ground floor with the exception of the garage and conservatory is used for childminding purposes. There is an enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of six children under eight at any one time. Of these, three may be in the early years age range. There are currently 11 children on roll, six in the early years age range and three children who are cared for aged between five and under eight. The childminder is also registered to care for children aged eight to 11 years on the voluntary part of the Childcare Register. She currently cares for two children in this age range.

The childminder takes the children out regularly to toddler groups, parks, other local places of interest. The family have two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder is very warm and welcoming and her home is attractively presented. Thus, children feel safe and at ease in her company and enjoy positive interactions and activities that promote their learning well. On a daily basis she takes care to ensure that children are kept safe. However, her familiarity and understanding of Local Safeguarding Children Board procedures is not sufficiently robust or up-to-date to fully promote the welfare of children. Most regulatory documentation is in place as required, although, her lack of self-evaluation means that not all required information is held for each and every child. Information for parents is made available and information about the children's needs is shared. Thus, the children's routines and unique needs are known and met well.

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 necessary steps to safeguard and promote the welfare of children. In this instance; ensure that a full understanding of the safeguarding procedures is held and reflects the requirements of the Local Safeguarding Children Board. (Safeguarding and welfare) 21/06/2011

- obtain from parents in advance of a child being admitted to the provision, information about who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and welfare) 21/06/2011
- ensure that written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. In this instance that parental consent is clearly indicated and confirmed for each child (Promoting the good health of children). 21/06/2011

To improve the early years provision the registered person should:

- refine the risk assessments to include greater detail when on individual outings
- develop the self-evaluation process so that the monitoring and reviewing of provision establishes clear targets and priorities for improvement that will continue to build on the outcomes for children. Include management monitoring systems to ensure that documentation is consistently maintained
- refine the planning and assessment systems so as they continue to review progress regularly.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in some aspects as the childminder has ensured that all adults who are present in the home have completed a relevant vetting procedure. She is able to demonstrate a little understanding of potential signs and indicators of abuse. However, her procedures for reporting concerns are ineffective and out-of-date. The childminder is unclear about who she should report her concerns to; does not hold any relevant contact details for the statutory agencies; and is unsure about the procedure to follow should an allegation be made against herself or other adults within the home. Consequently she is not meeting the specific legal requirements in relation to Safeguarding and promoting the welfare of children.

That said, her day-to-day practise promotes the children's safety well. The home is well maintained, kept nicely clean and attractively presented. The childminder supervises the children well and keeps the home and garden areas very secure. She has undertaken risk assessment and uses this to form the basis of her daily checks. She is able to discuss the steps taken on outings, although, as yet has not formalised her risk assessments for such events.

Currently the childminder has not yet developed a formal self-evaluation. However, she meets with other childminders to share ideas and has recently begun to undertake a programme of formal vocational study to help her to continue to improve the quality of the care for the children. She has prepared some policies to share with parents and has begun to apply a more rigorous medication administration policy as recommended at her last inspection. Daily records of

attendance and children's details are held for most children. However, there are some essential records which have not been retained at present. These include information about who holds parental responsibility for each child. In addition, although, she has requested parents confirm consent for the childminder to seek emergency medical treatment; she has not ensured that all parents have actually indicated their agreement on the registration forms. These are regulatory requirements.

On a daily basis, the childminder is well organised and ensures that children benefit from a programme of activities within the home and at local playgroups and other places of interest. Her home is comfortable with child sized furniture and activities and toys which are organised to allow children to make many independent choices. They enjoy lots of interaction with the childminder, who is attentive and interested in the children. Consequently the children play with purpose and confidently engage the childminder, asking for current favourite activities, such as, the play town. Books and the play figures reflect the diversity within today's society and the childminder uses seasonal events to provide children with opportunities to talk about their own and other people's cultures and beliefs.

Partnership with parents is relaxed and supported by the regular sharing of information at arrival and collection times. A notice board provides information about the childminder's training and conditions of registration; and a comments book includes several entries praising the childminder's care of the children, her flexibility and kindness. Children's records of progress are available to parents if they wish to view them. The childminder is aware of the importance of liaising with the local school in order to support children's learning and provide consistency of care. She intends to develop this further to support the children she is caring for and aid any future transitions for children in her care as they prepare to go to school.

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

There is a happy feel within this home; the warmth and friendliness of the childminder is infectious and means that children are developing a strong sense of community, which helps them to feel safe and secure. They interact well with all adults in the home and their confidence with visitors grows following gentle reassurances from the childminder. They are developing skills that help them keep safe as they willingly help to tidy up their toys. Their behaviour is very good as the childminder presents a polite and positive role model. She uses group discussions to help children think about how others might feel. Thus the children are polite towards and considerate of their peers. For example, an older child asks a younger child, 'shall I help you' as they build towers with the blocks. Children learn about appropriate hygiene procedures as they are encouraged to wash their hands after visiting the toilet or before eating. They walk daily and enjoy regular outdoor play in the garden. Visits to local parks provide children with a wider range of physical challenges and opportunities to be active.

The organisation of the home and adult planned activities ensures that the children

enjoy and experience activities that fully span all six areas of learning. The regular visits to local playgroups are used to provide a wider range of social experiences. For example, the children participate in music sessions with the 'music lady'. Visits to the local farm extend children's understanding of their environment. Within the home there is lots of relaxed self chosen play and fun adult instigated activities such as painting and catching bubbles. The children's learning is further enhanced by the childminder; using her knowledge of how practical experiences can put the children's play into context. For instance, when children play with the post office and post box; the childminder suggests that they write some letters and visit the post office so they can post them. Her knowledge of the Early Years Foundation Stage is secure and she has begun to complete observations of the learning and development of the children in her care. She is using these observations to identify and plan 'what next' for the individual children. The childminder is collecting records of the children's progress in an individual learning journey and recognises the benefits of including a regular summary of children's achievements to support her on going assessment of each child's needs.

During their play, the children benefit from the support provided by the childminder. She talks with the children about what they are doing, asking questions such as what colour and how many. Thus children eagerly share what they know in a caring and supportive atmosphere. For example, when chasing bubbles they count one to seven in sequence. Their achievements are applauded which further boosts their confidence and self-esteem. There are lots of opportunities to mark make and investigate what is around them. Younger children have a wide range of activity toys and frames with which they are developing their problem solving skills. These activities along with discussions such as when they notice their shadow are helping children to become independent and confident learners. Thus developing and fostering their future skills for life.

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	2
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	4
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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	2
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	2
The extent to which children develop skills for the future	2

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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:

- prepare 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). 21/06/2011

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:

- ensure that all required records are kept. In this instance the name, home address, and date of birth of each child who is looked after on the premises; and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises (Records to be kept). 21/06/2011