

Inspection report for early years provision

Unique reference number	EY412551
Inspection date	05/07/2011
Inspector	Angela Rowley
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2010. She lives with her partner and two children aged 16 and 10 in the New Moston area of Manchester. There are parks, schools and public transport links within the area. The whole of the ground floor of the childminder's home is used for childminding, with the lounge being the main area for play. Access is provided to the bathroom on first floor. There is an enclosed garden for outside play. The family have a small pet dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. At present, there are two children on roll in Early Years Foundation Stage, one of whom is in full-time education. She also offers care to children aged over five years to 11 years. The childminder is 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 is not successfully managing her provision because her knowledge of the statutory framework is limited and, as a result, some specific legal requirements are not being met. This impacts on both the leadership and management and the quality of the provision for children. The childminder has not done enough to establish record-keeping procedures and children are not always making as much progress as they could. Systems to monitor and evaluate the effectiveness of the provision are poor and, consequently, the childminder has failed to identify some of the weaknesses or secure plans for improvements. In practice, children are, in the main, suitably cared for due to the childminder's experience of working with and caring for young children. They are settled and happy in her care. Suitable relationships with parents provide some continuity for children's care.

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:

- improve knowledge and understanding of how to make systematic observations and assessments and use them to identify learning priorities for each child (Learning and development) 26/07/2011
- improve knowledge and understanding of the Early Years Foundation Stage so that children are provided 26/07/2011

- with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Learning and development)
- request written parental permission to seek any necessary emergency medical advice or treatment needed (Safeguarding and promoting children's welfare) 26/07/2011
- improve the record of risk assessment to include all aspects of the premises that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 26/07/2011
- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum (also applies to both parts of the Childcare Register). 26/07/2011

To improve the early years provision the registered person should:

- obtain written parental permission for children to take part in outings
- recognise the value of quality improvement, engaging with local authority advisors and others, and using self-evaluation forms and quality improvement processes as the basis of on-going review to identify priorities for development and gaps in the provision.

The effectiveness of leadership and management of the early years provision

Some procedures to safeguard and promote children's welfare are not effectively managed and, as a result, some specific legal requirements are not being met. The childminder is aware of basic signs and symptoms of abuse and is clear about her responsibility to take action to protect a child from possible harm. She has an acceptable knowledge of what to do in the event of allegations being made about herself or a member of her household. All adults resident at the home are suitably vetted and the childminder verifies visitors to the property. The childminder is vigilant with regard to supervising children in order to keep them safe. However, children are unable to move freely around her home because she has failed to conduct an effective risk assessment and she has not taken some steps to minimise known hazards. The childminder is aware, for example, that the children she cares for are at an age where safety on stairs is an area of risk, however, she has taken insufficient steps to prevent access to them. Some safety measures are appropriately taken. For example, the childminder uses a safety gate to prevent access to the kitchen. However, she does not keep a record of the checks she undertakes to ensure planned safety measures are in place. Record-keeping is weak and, consequently, this also hinders the management of children's health. Despite having an appropriate format, the childminder has overlooked obtaining parental consent to allow her to seek emergency treatment for children. The lack

of these records is a breach of specific legal requirements. Registers of attendance are clearly in place and indicate the hours of attendance of both children in her care. Some activities and routines in everyday practice contribute to children learning about being healthy and staying safe.

Since registration, the childminder has not sufficiently monitored or improved her provision. Consequently, she is unable to demonstrate a capacity to make continual improvements. Her ability to accurately monitor and evaluate her provision is hindered by her lack of understanding of the requirements. She is aware of some of the weaknesses in her provision. For example, she knows that her understanding of the Early Years Foundation Stage is weak and she struggles to observe and plan for children's learning in an informed way. She acknowledges that she needs further guidance in this area, yet she has taken insufficient action to address this. She is very aware that children's practical daily care is an area of strength and her attention and ability to use and organise documentation is an area that needs to be improved.

The childminder has sufficient resources to keep children suitably occupied and to meet their care needs. Her home is clean and suitably maintained. She makes good use of local community groups and facilities to extend children's play experiences. As a result, children are content in her care. Information relating to children's individual needs and routines is obtained verbally from parents at the start of a placement and each day parents are updated about their child's time with the childminder. Basic discussions take place regarding children's learning and development. However, this is limited as the childminder does not fully understand or routinely share associated documentation with parents and, as a result, they are not routinely involved in planning for children's learning. Some documentation, for example, copies of policies and procedures, which explain how the setting operates, are given to parents. However, these contain forms to obtain parental consents which are not subsequently kept by the childminder. This hinders the safe management of her provision. Parental views about the provision are obtained and these demonstrate satisfaction with the provision and describe their childminder as a 'really good communicator'. Links with other childminders are in place and contribute to children's personal, social and emotional development. Partnerships with the local school ensure continuity for children in the childminder's care.

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

Children's ability to achieve their potential and make good progress towards the early learning goals is restricted because the childminder does not have an adequate knowledge of the learning and development requirements. She lacks confidence in her delivery and is unsure how to use systems to observe, assess and plan for children's learning. Her very basic records show some of what children can do, however, not in each area of learning. She does not identify starting points in children's records and so the basic observations she is beginning to make do not demonstrate children's progress. Additionally, the childminder's lack of understanding of some of the areas of learning means she cannot fully evidence

how she provides opportunities to promote some of the areas of learning. This means, therefore, that the childminder is unable to securely identify or plan for their next steps in some areas. Consequently, children do not make as much progress as they could.

The childminder instinctively observes what children can do and are interested in and, as a result, provides some relevant play and learning opportunities. Relying on her previous experience of caring for children, she is able to identify some basic priorities for individual development, which helps them make some progress in their learning. Children benefit from free access to a suitable range of play materials, which keep them suitably occupied. They enjoy a basic range of activities and experiences from which they learn. For example, children have regular opportunities to socialise and the childminder is aware of their developing social skills when they attend toddler groups. Regular outings into the local community and to run freely on the very local fields, helps promote children's physical development and raise their awareness of the community in which they live. The childminder is mindful of the children's interests and provides activities that they enjoy, such as play with paint and dough. She also provides some resources in response to their interests, such as toys with balls and books with transport pictures. Consequently, children enjoy their time with the childminder.

In practice, the childminder spontaneously supports children as they play. For example, she asks questions, such as 'What's this?' to encourage children to use words as labels. She knows that the development of language is a learning priority so she clearly repeats and emphasises correct sounds. The childminder sings songs and rhymes with children and they begin to join in tunelessly. They show understanding as they anticipate what comes next. The childminder encourages children to sit and listen to stories when she builds storytime into daily routines. She captures children's interest for short periods as she reads with expression and encourages children to explore the interesting pictures. This provision helps them develop some of the skills they need for the future. However, children are not enabled to become active learners. They cannot follow through their own ideas and thinking because they are not able to play freely and spread out their play in one part of the lounge. They are restricted from accessing other areas, for example, the hall and garden, because the childminder has not addressed potential hazards and thus children's movements are restricted.

Children are emotionally secure because the childminder offers loving care. They, in turn, adopt caring tendencies demonstrated when they cuddle puppets tenderly. They settle off to sleep soundly as the childminder recognises their individual signs of tiredness and provides adequately for a comfortable sleep. Children are suitably nourished because the childminder encourages children to eat a varied selection of healthy meals and snacks. They relish their chopped fruit at snack time and freely access drinking water whenever they are thirsty. Daily outings provide regular opportunities to walk or play outdoors in the fresh air and sunlight, which contributes to a healthy lifestyle. Children learn some aspects about staying safe through routines. For example, older children understand that, when they are out, they walk on the inner side of the pram near to the wall and not the road. They understand how to respond in the event of a home emergency because the childminder practices fire drills with them. However, children's understanding of

staying safe and the management of their health is hindered by weaknesses in the leadership and management of the provision.

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	4
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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). 26/07/2011

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). 26/07/2011