

Inspection report for early years provision

Unique reference number	EY270455
Inspection date	15/09/2011
Inspector	Jan Leo
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 2003. She lives with her husband in a three storey town house in the centre of Abingdon. Children use the ground floor of the property for play, and rest or sleep in the lounge on the first floor. There is an enclosed rear garden for outdoor activities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may accept a maximum of six children under the age of eight years at any one time, of whom three may be in the early years age group. The childminder currently cares for three children in the early years age group on a full and part-time basis. The childminder works with an assistant to increase the attention children receive.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Although some aspects of the provision are satisfactory, overall poor management results in a breach of the childminder's conditions of registration and a number of breaches of specific legal requirements. Nevertheless, children feel secure and make steady progress through a suitable learning and development programme. Although the childminder takes some positive steps to meet children's individual needs, her assessment systems are currently limited and do not monitor or support children's learning and development fully. The childminder shows her ambition and capacity to improve through addressing recommendations from her previous inspection and by undertaking a qualification in childcare to update her knowledge. However, self-evaluation is ineffective and demonstrates the childminder's overall lack of understanding of the Early Years Foundation Stage requirements.

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:

- complete a local authority approved paediatric first aid training (Promoting good health) (also applies to both parts of the Childcare Register) 16/10/2011
- conduct a thorough risk assessment and review it at least once a year, or more frequently where the need arises, keeping a record of when it was carried out, by whom, date of review and any action taken following a review or incident (Premises, environment and 22/09/2011

- equipment)
- provide parents with information on the procedure to be followed if they fail to collect their children on time (Safeguarding and welfare) 22/09/2011
- devise, and inform parents of the procedure to be followed in the event of a child going missing. (Safeguarding and welfare) 22/09/2011

To improve the early years provision the registered person should:

- develop up-to-date knowledge of child protection issues and how to implement the safeguarding procedures should concerns arise
- introduce systems to monitor and support children's learning and development in order to set clear aims, help identify gaps in learning and provide a record of children's progress to aid future planning.

The effectiveness of leadership and management of the early years provision

The childminder has a clear policy on how to safeguard children from harm but lacks the confidence to implement it if concerns arise. She makes sure children have a high level of supervision at all times and keeps her home in a fairly child-friendly condition. However, the childminder uses an assistant at times, leaving her on her own with the children to accommodate pre-school collections. This is in breach of her conditions of registration and Ofsted intends to take further enforcement action. Additionally, risk assessments are very limited and do not meet a specific legal requirement. For example, the childminder is unable to provide details of what hazards she checks, how frequently safety is reviewed or the action taken following a review or incident. The standard of hygiene varies throughout the home and neither the childminder nor her assistant holds a current first aid certificate as required by regulation, compromising children's health and safety.

The childminder has some formal policies for parents to read on request and they are generally clear and easy to follow. However, she has no procedure planned in case children go missing, or if parents fail to collect their children. Consequently, parents are not aware of the action the childminder would take should these circumstances arise, which are further breaches of specific legal requirements. Overall, the unmet legal requirements indicate the childminder's ineffective self-evaluation of the service on offer and a lack of understanding of how to comply with the Early Years Foundation Stage requirements.

The childminder has the capacity to improve and is keen to bring about changes, having recently completed a childcare diploma to update her knowledge. She has several years of experience in childcare and uses resources effectively to engage children at their own level and support their inclusion. She values each child as an individual and tries to make sure they all know what is expected, so that they feel safe and secure in her care. As a result, the children play harmoniously alongside each other and behave well.

Some children attend other settings and they are encouraged to talk about what they do elsewhere in order for the childminder to share their enjoyment and extend their interests. The childminder appreciates the value of sharing information to consolidate care and is slowly developing links to strengthen partnerships.

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

The children play on the floor with both the childminder and her assistant. They are shown how to press buttons and move levers to operate technical toys, squeeze an elephant's ear to feel the texture, and listen to noises from a variety of resources. The adults point out colours and count things in play to develop children's colour recognition and promote understanding of numbers. Interaction is generally effective in clarifying expectations and making children feel involved, but conversations often lack explanations to help children develop understanding about the reason for doing things from an early age.

The childminder helps to support a baby so that he can 'feel his feet', holding him up to let him 'dance' on the floor and show off his interest in music and rhythm. Some children repeatedly press buttons to watch coloured lights flash and make noises sound. They move in time with the noise, demonstrating an interest in the things around them. Babies benefit from a change of position at regular intervals to get a different view of their environment and they remain quiet and contented for lengthy periods.

More mobile children take pleasure in seeking out different toys to hand to the childminder. The childminder offers a very clear 'thank you' to teach children good manners. She sometimes tests children's ability to share by asking them for the toy they are playing with. None are forced to part with what they have if unwilling, but they gradually develop a sharing and caring attitude that helps create a harmonious group. Older children show concern for their younger peers. They suggest what the young children might need if they look upset and offer to give them a cuddle as a sign of their affection. The childminder supervises and advises children on how to be gentle to keep all parties safe, helping children learn good behaviour for the future.

The children have access to books and enjoy stories the childminder reads to them. They play outdoors to benefit from fresh air and exercise, learning to move from one level to another under supervision in order to practise their physical skills in a relatively safe environment. The childminder has no formal systems in place to monitor children's progress. Observation notes, while being a valuable incite into how children respond to activities, have no dates or evaluation to aid future planning. As a result, the childminder relies on keeping children well occupied to promote development and there are missed opportunities to link and extend ideas to make full use of the learning and development experiences as they arise.

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	3
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	4

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	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	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:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 20/10/2011

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 (Welfare of the children being cared for). 20/10/2011