

Inspection report for early years provision

Unique reference number	EY384618
Inspection date	05/10/2011
Inspector	Shirley Peart
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 December 2008. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged four years and 19 months. The home is situated in a residential area close to the Quayside area of Newcastle upon Tyne, and schools are within walking distance. The ground floor of the home and a bathroom on the first floor are used for childminding. The rear garden is not used for outdoor play.

The childminder is registered to take a maximum of three children. There are currently two children attending who are within the Early Years Foundation Stage age group. She is a member of the National Childminding Association and there is a pet parrot on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are looked after by a caring childminder who treats each child as an individual and they are settled in the environment. However, the current systems used to assess children's development do not build on their interests, or track their progress sufficiently in line with the Early Years Foundation Stage framework. The childminder has effective relationships with parents and works together well with other professionals as required. She does not yet use a form of self-evaluation or reflective practice; therefore changes are not made to continually improve the quality of the provision. Missing and disorderly paperwork and the organisation of the environment do not fully support children's learning and welfare.

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 procedure and share the information with parents (Safeguarding and promoting children's welfare) | 26/10/2011 |
| • ensure that the records of children's attendance are up to date (Documentation) | 26/10/2011 |
| • keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare) | 26/10/2011 |
| • ensure that all records are easily accessible and available for inspection (Documentation) | 26/10/2011 |

To improve the early years provision the registered person should:

- organise and plan the indoor environment so that this provides a safe and challenging space to fully support children's learning and development
- develop and improve the observation and assessment systems in order to plan and provide experiences that build on children's interests, which will help them to make progress throughout the areas of learning towards the early learning goals
- carry out regular evacuation drills and record details of any problems encountered.

The effectiveness of leadership and management of the early years provision

The childminder has a basic awareness of the signs and symptoms that may alert her to become concerned about a child's welfare and she has the relevant information required should she need to report any concerns. However, she has not devised a safeguarding children procedure; therefore she does not effectively share her role and responsibilities regarding any child protection issues with parents. Hazards within the home are suitably attended to by the use of some child safety equipment, although the record of risk assessment for indoors does not contain information of when it was carried out or when it was reviewed. Children's attendance is recorded on the childminders mobile telephone and laptop; however, all of the information was not up to date. The childminder has a clear policy and procedure for dealing with concerns and complaints; however, there is no written record of a previous complaint and its outcome. These issues do not fully support children's welfare and safety.

The childminder regularly works with her husband who acts as her assistant. Although her certificate of registration allows him to look after the children on his own for short periods, she has not obtained written parental consent for this, which is an offence; however, as the childminder gave a reasonable excuse for not having this in place and agreed to address it immediately, Ofsted does not intend to take further action. The childminder has a clear training plan and has applied for a number of courses to help her to develop her knowledge and understanding of child care. She does not yet use any form of self-evaluation to help her identify what she does well and what she needs to develop to help her improve the quality of care for the children. Her documentation and paperwork is very disorganised and not easily accessible, therefore it is difficult for her to make this readily available for inspection.

Children play in one main room with age-appropriate toys and the childminder and her assistant spend time playing and chatting with them. Some household clutter and the way in which the indoor environment, toys and equipment are set up is not sufficiently organised to fully support children's learning, enjoyment and development, to enable them to gain the most from their time in the setting. The childminder clearly cares for the children that she looks after and treats them as individuals; for example, she shows a genuine interest in them and what they have

been doing when they return from their morning at nursery. She supports children with English as a second language well by learning key words in their first language and she is aware of the importance of working with other professionals and parents to support children who may have special educational needs and/or disabilities. Settling-in visits are offered and the childminder has some information sheets that she can use to establish children's starting points and interests however none of these were completed. She regularly exchanges verbal information with parents as well as text messages and e-mails and she welcomes them into her home to discuss their children's development and progress on a more in-depth basis, which ensures that they are appropriately informed.

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

The childminder has forms such as 'all about me' and observation and assessment sheets, which have not been completed on the current children attending. Therefore, she has no clear guides or starting points to help her build on children's interests and plan appropriate activities for their age and stage of development. She records simple observations on post it notes to highlight children's achievements and she uses an appropriate tracking format to establish where children are at in their development. However, as these have only recently been started they do not fully show the progress children have made throughout the six areas of learning. The childminder does take photographs of the children at play and states that she keeps these in developmental files, however as parents have not given permission for Ofsted to view these then they were not available. She has a basic awareness of what children enjoy doing and she uses the local area and environment to enhance children's interest and enjoyment. For example, they attend childminder drop-in groups, visit interesting museums, go to face painting sessions and walk to the library or park.

Although children are settled and they feel secure and relate well to familiar adults within the home, some hazards are not quickly dealt with; for example, when bricks and cushions are strewn on the floor, which are a tripping hazard. Some children have also mastered how to climb over the stair safety gate and the childminder has not yet addressed this issue to ensure that children cannot access the stairs. The childminder has appropriate fire safety equipment, such as working smoke alarms and a fire blanket but she has not practised evacuation drills with the children. Therefore, these issues do not fully support children's understanding of staying safe.

Adults are appropriately involved in the children's play so that they are settled in the environment. They successfully engage children and support them to build towers with bricks and talk to them about the pet parrot. Therefore, children become more animated as adults spend time talking and listening to them. They enjoy playing a physical ring game with the childminder and the assistant encourages children to tidy away the bricks sorting them into colours, which helps them with early mathematical skills. Children's behaviour is good, they are helpful and they know the routine, for example they tidy up and wash their hands before

their snack. Children sit together happily at the child-sized table and enjoy a healthy snack of fresh fruit. The childminder sits with them ensuring that their social skills are appropriately enhanced and she manages their behaviour in a positive way, which helps them to begin to learn about the needs of others. Although the outdoor area is not currently used the children are taken out for daily walks in the fresh air, which promotes their overall well-being.

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	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
--	---

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	3
The extent to which children make a positive contribution	3
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:

- keep and implement 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) 26/10/2011
- make the following information available to parents; copies of the written statements of safeguarding procedures and complaints procedures (Providing information to parents) 26/10/2011

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 compulsory part of the Childcare Register(Arrangements for safeguarding children) 26/10/2011
- take action as specified in the compulsory part of the Childcare Register(Providing information to parents). 26/10/2011