

Inspection report for early years provision

Unique reference number	EY286064
Inspection date	18/10/2011
Inspector	Claire Parnell
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 2004. She lives with her husband and three children in a residential area of Swanscombe, near Dartford, Kent. The main areas used for childminding purposes are the playroom, lounge and dining area. There is a secure garden available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for three children under eight, two of whom can be in the early years age range. There are currently two children in the early years age group on roll who attend on a full-time or part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder supports the learning and development of children soundly overall, although current observation systems do not inform planning or enhance each child's continuing learning and development. Children play within safe boundaries and are supervised at all times. However, their welfare is not adequately promoted because the childminder is not meeting a number of regulatory requirements. The childminder's partnership with parents and other settings contribute towards the care and learning needs of the children. However, the childminder's capacity for maintaining ongoing improvement is inadequate, as a lack of self-evaluation and measures for securing improvement do not currently promote the outcomes for the children satisfactorily.

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:

- request parental permission to seek necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 19/10/2011
- maintain a current paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 19/12/2011
- provide parents with details for contacting Ofsted and an explanation that they can make a complaint to Ofsted should they wish (Safeguarding and promoting children's welfare) (also applies to both parts of the 19/10/2011

- Childcare Register)
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) 24/10/2011
- keep a consistent record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 19/10/2011

To improve the early years provision the registered person should:

- develop the use of observational assessment to inform planning and enhance each child's continuing learning and development
- develop the use of self-evaluation to identify the settings strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the childminder's satisfactory knowledge of child protection issues. She understands the indicators that would cause concern and knows who to contact in the event of concerns. However, the childminder has not maintained paediatric first aid training, which is a breach of regulation and compromises children's welfare. Also, the childminder has not requested parental consent to seek necessary emergency medical advice or treatment, which is an unmet legal requirement that compromises children's good health. The childminder carries out daily safety checks on her home to keep children safe. She keeps a range of required records, but this does not include a record of the risk assessment. Additionally, the childminder does not record children's attendance accurately and has not provided parents with information about how to make a complaint to Ofsted should they wish. Consequently, the childminder's failure to maintain the required records to safeguard children and promote their wellbeing breaches statutory requirements and compromises children's overall welfare.

The childminder's commitment to maintain continuous improvements is unsatisfactory. For example, the childminder is aware that her first aid certificate has expired but has not sought further training to update her knowledge. In addition, self-evaluation does not adequately identify strengths and weaknesses within the provision, or promote future improvements sufficiently to meet the needs of children. Children's progress is adequately promoted through a satisfactory range of toys, resources and experiences. The childminder uses information from other settings and parents to help children to learn and progress. The childminder soundly promotes equality and diversity, addressing the unique needs of each child. Children have some opportunities to learn about the differences between people in society. For example, they engage in play using resources that reflect positive images of today's society. The learning environment and resources are equally available to the children and they know where to access stored resources.

Children benefit from the verbal exchanges between the childminder and other settings attended as information is shared and used to offer continuity and consistent care and learning. The partnerships with parents are satisfactory. The childminder respects parental wishes and follows children's own routines. She gives daily feedback on the progress that children make and passes on information about the experiences of their day.

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

The childminder soundly supports children's learning and development. For example, she understands the changes in children's behaviour when unknown people are present and uses a sensitive and subtle approach to build their confidence to play and explore the resources. The childminder asks questions to help children think and respond as they play. This includes asking about shapes, size and how things work. The childminder encourages children to use their language by responding to their eye contact and gestures. This results in confident one word answers from very young children. Children are confident and settled in the childminder's care and enjoy the time they spend with her. They are becoming more independent because she enables them to learn to complete tasks for themselves. The childminder also motivates them to learn and supports their emotional needs.

Children learn to problem solve. For example, they try to fit different sized horses into the carriage, discovering that only the large one will fit in. Children operate the switches on interactive play houses, which helps them to discover how things work and develop their creative skills. They have opportunities to develop physical skills through garden play and regular outings. The childminder introduces activities within the local community to encourage social interaction and the love of music and singing. Children engage in activities that cover all areas of learning and the childminder has the skills to enhance these experiences, building their interest further. The childminder is aware of the importance of extending children's learning and development and providing the appropriate activities to move children to the next steps within the framework. However, there is no evidence of a system used to track their progress within the Early Years Foundation Stage. Overall, children make satisfactory progress and acquire the skills necessary for their future learning and development.

Children learn about keeping safe. For example, the childminder talks to them about slipping over on the dining room floor when wearing their socks and suggests providing slippers for them. Children show a sense of belonging in the childminder's care and this is evident through the warm interactions between them. Children are provided with a range of healthy meals and snacks including breakfast, lunch and tea. They enjoy the occasional biscuit for snack time and are offered regular drinks so they do not get thirsty. The childminder's hygiene procedures help to prevent the risk of cross infection by providing children with their individual towels for hand washing and drying. Children respond well to the

childminder's warm praise and encouragement, for example, cuddles and smiles when children start to respond verbally in their play. She is loving towards them and warm in her approach. As a result children are respectful and respond well in return. The behaviour management techniques are positive, reflecting on appropriate behaviour such as reinforcing good manners and consistent praise. The methods used clearly promotes children's self- esteem.

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	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	3
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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	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	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 (Records to be kept) (Welfare of the children being cared for) (Procedures for dealing with complaints) 19/12/2011

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 (Records to be kept) (Welfare of the children being cared for) (Procedures for dealing with complaints) 19/12/2011