

Inspection report for early years provision

Unique reference number	EY425388
Inspection date	18/10/2011
Inspector	Thecla Grant
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 was registered in 2011. She lives with her partner and child aged one year in the Ossett area of Wakefield, close to shops parks, schools and public transport links. The whole ground floor of the childminder's home is used for childminding. The childminder cares for children from Monday to Friday between the hours of 8am and 6pm. She also cares for children in school holidays. There is an enclosed garden available for children to play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group. 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 childminder collects children from the local school and nursery and goes to several toddler groups regularly. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has failed to obtain and show the required documentation for the safe and efficient management of her setting and to meet the needs of the children. She has also failed to take action to secure improvement. As a result, the childminder's capacity to maintain continuous improvement is inadequate. The childminder mostly supports the children in her care so that no group or individual is disadvantaged. Systems in place to monitor and assess children's learning and development are basic. General arrangements exist to promote children's welfare, and systems in place for safeguarding are adequate. The childminder suitably works in partnership with parents, and systems are in place to work in partnership with others.

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:

- make sure written parental permission is requested at the time of children's admission to the provision, to the seeking of emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 08/11/2011

- make sure risk assessments are in place and identify aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 08/11/2011
- make sure public liability insurance is carried for the provision (Suitable premises, environment and equipment) 08/11/2011
- make sure appropriate fire detection and control equipment which are in working order is provided for example, fire blankets (Suitable premises, environment and equipment). 08/11/2011

To improve the early years provision the registered person should:

- make sure evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- observe children to find out about their needs, what they are interested in and what they can do and analyse observations and highlight children's achievements or their need for further support
- involve parents as part of the ongoing observation and assessment process
- obtain written parental permission for children to take part in outings
- support children to develop their understanding of Problem Solving Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.

The effectiveness of leadership and management of the early years provision

The childminder has a general understanding of the signs and symptoms of abuse and has devised an appropriate policy for safeguarding children. However, there are no written risk assessments and not all fire safety equipment are in place. Further to this parental permission is not sought for medical treatment or advice. These are breaches of the specific legal requirements. Although the childminder has some documentation; permission from parents for outings and evidence of public liability insurance is not available. Children learn what to do with regard to emergencies by practising the procedures. However, details of any problems encountered and how they were resolved are not recorded to enhance the children's learning.

The childminder does not effectively evaluate her provision. Although she has identified some areas of strengths and weakness she has failed to recognise a number of significant issues. As a result, outcomes for children are not sufficiently promoted. The childminder does not sufficiently encourage parents to work together with her to develop their children's learning; through being involved in the assessment process.

The childminder has adequately organised her resources so children can recognise what is available to them. She also has some systems in place to positively

promote diversity, for example, toys that positively reflect the diversity of the local community. The childminder shows some commitment to promoting her professional development. For example, she has attended food hygiene and paediatric first aid training to improve the welfare of the children.

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

The childminder has a general knowledge of the Early Years Foundation Stage. She has the ability to support the children by providing an organised learning environment with enough resources for them to make steady progress in their development. Children make progress in communication language and literacy through confidently speaking about their interests and initiating conversations with the childminder. They enjoy listening to their favourite stories. Children develop their pencil control through colouring work sheets and colouring books. They happily engage in role play based on their own first hand experiences. For example, they enjoy ironing with the pretend iron and taking the baby doll for a walk in the push chair. Children happily sing along to their favourite song as they play and make music on the piano. There are suitable opportunities for children to become involved in arts and craft, such as making jewellery boxes. As a result, children make some choices about their learning.

Children are aware of their own needs and independently wash their hands before eating. They also learn about healthy eating through the nutritious meals provided by the childminder. Children's large motor development is promoted through outdoor play and visits to the soft play gym where they jump, climb and play with the plastic balls. Children develop an understanding of the wider world through activities, such as cooking foods from different countries. They also visit the local library and farm to promote their knowledge of the local community. Children have some toys and equipment to reflect diversity. These do not include disability, but the childminder promotes this by allowing the children to watch television programmes that positively promote disability. Children secure the skills they require in order to progress in their learning through accessing and operating simple mechanical equipment. However, problem solving reasoning and numeric development is not effectively promoted.

Children are secure in the setting and know the routine well. They confidently access the resources available and have a good relationship with the childminder and each other. Children are developing a sense of how to stay safe within the setting and on outings. They know about road safety and the procedures for emergencies. Children are also learning about stranger danger. Although observations are in place they are not appropriately linked to the areas of learning and the next steps are not in place.

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	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	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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