

Inspection report for early years provision

Unique reference number	401447
Inspection date	05/10/2011
Inspector	rosalind vahey
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 has been registered since 2001. She lives with her family, in a detached house situated in a quiet cul-de-sac, in a village near Selby. They live within walking distance of the school, pre-school, shops and other local amenities. Childminding facilities are easily accessible, being all on the ground floor and incorporating the garage. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years. She is presently caring for 12 children who attend on a part-time basis.

The childminder takes and collects children from the local primary school and attends other activities in the community.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall the early years provision requires significant improvement. Children are not well safeguarded in the setting due to ineffective risk assessing and record keeping. Systems for improving the quality of the provision and the outcomes for children are also weak. Children's learning and development is supported by an adequate range of toys and equipment. There are some systems in place for assessment and planning. Consequently most children make sufficient progress in the setting. In the main the childminder sensitively meets their individual needs with care and kindness. The childminder maintains appropriate relationships with parents and 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:

- | | |
|---|------------|
| • conduct a risk assessment and review it regularly-at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) | 31/10/2011 |
| • keep a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.(Documentation) | 31/10/2011 |
| • keep a daily record of the names of the children | 31/10/2011 |

looked after on the premises and their hours of attendance. (Documentation)

- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment)

31/10/2011

To improve the early years provision the registered person should:

- develop self-evaluation and quality improvement processes as the basis of ongoing internal review and to clearly identify areas for improvement action
- develop observation and assessment systems to consistently and clearly identify next steps for children as they progress towards the early learning goals
- develop and display resources to show that children are valued as unique individuals and diversity is respected.

The effectiveness of leadership and management of the early years provision

The children are not always well protected and safe in this setting. This is because the childminder has not conducted an effective risk assessment nor maintained a regular review of it. Consequently children are sometimes exposed to hazards such as loose wooden slats on the den and a slippery floor indoors. Furthermore, on occasions the attendance record is not always up-dated in a timely manner, compounding problems in managing children's safety. Nevertheless, other aspects in the setting are safe for children, for example, the stairs have a gate to prevent small children accessing them. The childminder has an appropriate understanding of child protection issues and all adults living in the house are vetted.

The childminder gives insufficient time to evaluating and monitoring her provision. She is well aware of her strengths but fails to recognise areas for improvement. Whilst she has undertaken some training to keep up-to-date, for example in first aid, the childminder finds it more difficult to meet other aspects of the Early Years Foundation Stage. Consequently, opportunities to improve her provision for children are often missed or poorly directed.

Children have sufficient room to play and can make some choices from a range of toys and equipment. For example, children enjoy using the home corner with a pretend microwave cooker, exploring art and craft, constructing models, reading books and singing. This means that children's learning is appropriately supported and they are able to make suitable progress in their learning.

The childminder has helpful and constructive relationships with parents and carers. She obtains useful information about each child, such as what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. Relationships with other provisions and professionals involved with the children are well established and contribute to supporting children's learning. The childminder offers

sensitive and caring support to children who have learning difficulties or disabilities. Children are learning to develop some positive attitudes towards themselves and others because the childminder teaches them to be tolerant of each other and to cooperate when they play. She also places great importance on the development of friendships.

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

Children are secure in the routines of the setting because the childminder is careful to meet most of their learning needs. Children are able to move freely around the setting. For example they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's health is promoted effectively by the childminder. They readily wipe their hands after playing with play dough before they take a healthy snack because good hand washing routines are established. They are starting to learn about making good choices in food because they are offered and enjoy healthy options, such as raisins or their own food from home. Children are able to get out in the fresh air through trips out in the community, visits to the playgroup, or playing in the large garden on the slide or wheeled toys. They are developing good physical skills in walking and running because they make use of a variety of resources. For example, they can use cars, bicycles, rackets and other equipment to test and challenge their skills.

Children are making sufficient progress towards the Early Learning Goals because the childminder plans activities around their interests. She regularly observes what they can do and notes their daily successes in their books which are sent home to share with parents. She also keeps individual files with photographs and observations of their activities with a short description of what she has seen them achieve. However, the next steps children need to take are not readily identified, neither is there clear links made between assessments and planning. This means that children are sometimes less well challenged in their learning. Children are developing appropriate communication, language and literacy skills. They enjoy singing nursery rhymes, such as 'incy wincy spider' with the childminder encouraging the children to do the actions as well as sing. Children are developing suitable early writing, drawing, cutting and sticking, painting and modelling skills including counting to 10. They enjoy jigsaw puzzles and sorting activities and very young children have support to help them to stand and walk independently. The childminder promotes children's knowledge and understanding of the world through a variety of activities, such as making cakes, using play dough and playing with small world figures. Children are gaining skills in using technology through hand held games consoles, laptop computers and an electronic dance mat. This means that children are also developing appropriate skills for the future.

Children behave in accordance with the rules of the setting. The childminder offers clear expectations and supervises them using praise, kindness and physical comfort. Children's learning about their own cultures is effective but there are

fewer opportunities to learn about other cultures because there are too few resources to celebrate diversity.

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	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	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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard children being cared for from abuse and neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 31/10/2011

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 un the compulsory part of the Childcare Register (Arrangements for safeguarding children). 31/10/2011