

Inspection report for early years provision

Unique reference number	EY350019
Inspection date	18/10/2011
Inspector	Vickie Halliwell

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 2007 and lives with her husband and child aged 13 years in Brighthouse, Halifax. The childminder sometimes works with a co-childminder and an assistant. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. Designated areas to the rear of the single-storey property are used for childminding. There is a fully enclosed outdoor play area to the rear of the property. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness. The home is accessed via several steep steps. The family has a cat.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently 17 children attending, of whom six are within the Early Years Foundation Stage. The childminder also offers care to children over five years. Children are taken to and collected from schools and pre-schools. The childminder has achieved a National Vocational Qualification level 3 in care, learning and development. She is supported by the local authority and is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are well met by the childminder, who warmly welcomes children and their families into her home, working informally with parents to promote children's well-being. Relaxed and affectionate relationships with both the childminder and her assistant help children feel safe and secure, and promote their self-esteem. Children make steady progress in their learning and development; they benefit from a well-resourced learning environment and are adequately supported as they play. However, systems to monitor children's progress and subsequently plan for their future learning are not fully developed. Systems to evaluate the provision are effective and help identify areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve knowledge and understanding of safeguarding so that an effective safeguarding children policy can be implemented; this must include the procedure to be followed in the event of an allegation being made against the childminder (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 09/11/2011
- improve the risk assessment to ensure it covers 09/11/2011

anything with which a child may come into contact, identifies aspects of the provision that need to be checked on a regular basis, and includes a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment).

To further improve the early years provision the registered person should:

- improve records of children's attendance by including details of key workers or the person caring for them, when working with a co-childminder or assistant
- develop observational assessments to provide a continuous assessment of children's achievements or their need for further support, and use this information to plan for the next steps in children's learning
- use existing records of children's learning and development more effectively to ensure they accurately reflect children's capabilities, so that gaps in their progress can be identified and used to inform planning.

The effectiveness of leadership and management of the early years provision

Systems to safeguard children are not fully effective because the childminder's knowledge of child protection procedures is limited. She is aware of possible indicators of abuse and is clear that she would record and report concerns to the relevant agency to protect children from possible harm. The childminder is currently completing training to improve her knowledge, however, she was advised to familiarise with the updated Local Safeguarding Children Board procedures and has failed to do so. In addition, the childminder is not clear about the procedures she should follow if an allegation of abuse is made while a child is in her care. All adults within the home and in regular contact with the children have undergone checks to ensure their suitability. Adults caring for children are vigilant about their safety and take appropriate action to ensure children can play safely within the childminder's home. However, the written risk assessment lacks detail and fails to identify aspects of the provision that need to be checked on a regular basis, and this is a breach of a specific legal requirement. Appropriate systems are established to ensure children's safety on outings.

The childminder is a very experienced practitioner who holds a nationally recognised qualification. Since the introduction of the Early Years Foundation Stage she has reviewed many aspects of her provision and used the Ofsted self-evaluation form to complete a largely accurate appraisal of the setting, identifying strengths and areas for improvement that will raise standards within the provision. However, the childminder does not have a secure knowledge of the legal requirements in the statutory framework, which results in weaknesses in safeguarding. Many documents required for the safe and efficient management of the setting and to meet the needs of the children are satisfactorily maintained. The childminder routinely cares for very large numbers of children and works as and

when required with a co-childminder or assistant. However, systems to demonstrate appropriate adult-to-child ratios are maintained are not in place. Also, children's hours of attendance are clearly documented, but the childminder does not have a record of who has cared for the children. Space and resources are well-used to meet the needs of the children in the childminder's care.

The childminder provides an inclusive service; she is a gentle and positive role model who warmly welcomes all children into her home and encourages them to value and respect one another. A selection of resources that reflect positive images are freely available, which helps children learn about and appreciate differences as they play. Consequently, children are developing positive and caring attitudes towards others. The childminder effectively uses relaxed and informal relationships with parents to ensure she is well informed about individual children and able to meet their needs. Required records are in place and copies of all policies and procedures are given to parents to ensure that they are adequately informed about the provision. Parents are encouraged to look at children's learning journeys, although opportunities for them to contribute are not well promoted. Partnerships with other providers who also deliver the Early Years Foundation Stage are emerging. The childminder does not currently care for children who have special educational needs and/or disabilities, but is aware of the importance of working with other professionals to ensure children's needs are effectively met.

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

The childminder appropriately promotes all aspects of children's welfare learning and development. Children benefit from warm and caring relationships with both the childminder and her assistant, for example, younger children seek close physical contact and snuggle securely into the childminder as they become tired. The childminder knows individual children well and meets individual needs and routines, enabling children who are tired to sleep and eat lunch later. Children are well nourished and are encouraged to develop healthy eating habits because the childminder offers a choice of healthy snacks and meals, for example, pasta with a tomato-based sauce and grated cheese, followed by yoghurt. Children also have many opportunities to be physically active and play outdoors in the fresh air and sunlight, which also contributes to a healthy lifestyle.

Children benefit from a well-resourced and accessible learning environment, and large see-through containers house a wide range of play materials, which children select independently. As a result, children become absorbed in their play and enjoy building a fire station to accommodate the fire engine they are playing with. The childminder and her assistant spontaneously and naturally promote children's learning, for example, asking children which pieces they can use to build a roof, or what colour and shape the blocks are. A varied routine and a broad range of activities help promote children's learning in all areas. Children's interest in books is stimulated through regular stories and they are building a repertoire of songs and rhymes. Children enjoy mark-making on paper and using brushes and water outdoors. Physical development is well promoted as local parks and play areas are routinely visited to provide opportunities for children to run freely and practise and

refine their balancing and climbing skills. Children have some meaningful opportunities to learn about the cultures and beliefs of others, for example visiting a Sikh temple and other places of interest. This helps raise children's awareness of the world around them. Children also learn about people who help us, such as through visits to the local fire station.

The childminder has a satisfactory knowledge of the learning and development requirements; she is aware of the six areas of learning and completes observations which highlight children's capabilities. However, observations are not used effectively to plan for children's future learning and do not sufficiently monitor children's progress in each of the areas of learning. As a result, when this information is transferred into the tracking system the childminder has developed, it indicates there are large gaps in children's progress in some areas of learning. Consequently, there is no system in place to accurately monitor children's progress towards the early learning goals.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	2
The extent to which children make a positive contribution	2
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 (Arrangements for safeguarding children). 09/11/2011

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 report (Arrangements for safeguarding children). 09/11/2011