

## Inspection report for early years provision

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<b>Unique reference number</b>	105365
<b>Inspection date</b>	08/02/2012
<b>Inspector</b>	Clare Stone
<b>Type of setting</b>	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 1994. She lives with an adult child and they live in Eastbourne, in East Sussex. The setting is close to shops, parks and transportation links. The whole of the childminder's flat is used for childminding. There is a dog as a family pet. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has five children on roll altogether. All attend on a part time basis. The childminder collects children from a local school and she 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 an inadequate knowledge of the Early Years Foundation Stage framework. She does not know the six areas of learning and does not undertake planning or observation to enable her to extend children's learning and plan for their next steps. Children are settled and the childminder provides a warm and welcoming environment. The childminder has attended safeguarding training and intends to attend a first aid course in the next few weeks. However, there are no recorded risk assessment to review and action if necessary. The childminder does not evaluate her practice and has made limited progress since the last inspection. This demonstrates an insufficient capacity for continuous progress.

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:

- complete an appropriate paediatric first aid course by 31 March 2012. (Safeguarding and promoting children's welfare) (also applies to the both parts of the Childcare Register) 31/03/2012
- complete 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 (Documentation) 31/03/2012

- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation)

29/02/2012

To improve the early years provision the registered person should:

- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- use assessment to plan the next steps in each child's developmental progress and regularly review this approach
- use training made available by the local authority and other sources, such as the guidance and practice cards, to improve knowledge of the Early Years Foundation Stage framework.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a sound knowledge of child protection issues and knows what to do if she had any concerns about a child in her care. Her policies and procedures reflect this. The environment is safe and the childminder has taken steps to enable children to play in a safe environment. She records risk assessments on a wipe board and therefore does not maintain a record to review, which is a breach of requirements. In addition, the childminder does not hold a current first aid certificate, although she is now booked onto a course. This is also a breach of requirements. Fire evacuation procedures are in place and practiced with the children so they understand what to do in the event of a fire.

The childminder demonstrates limited capacity for continuous improvement. She has met most of the actions and recommendations from the last inspection. However, she did not develop systems to evaluate her practice. In addition, she has not developed planning and assessment systems. Consequently, she does not fully take account of children's individual learning needs in all the areas of learning and their stages of development and progression. The childminder acknowledges that she does not use the Early Years Foundation Stage guidance or statutory framework to support her practice, and is unaware of the areas of learning. She does not plan and provide experiences to help children's development as they progress towards the early learning goals and this is a breach of requirements. The childminder meets children's individual care needs appropriately. She has a positive attitude to welcoming children from different backgrounds. However, she does not take suitable steps to close achievement gaps, as she is not aware of children's their starting points and does not monitor their progress.

All resources are in satisfactory order and fit for purpose. The childminder keeps a cleaning record to ensure children are protected from cross contamination. Children have easy access to all toys. However, due to the lack knowledge of the Early Years Foundations Stage framework, the childminder does not know how to use or plan activities for maximum benefit for the children. The childminder is

working towards making the environment and her resources sustainable. They talk about recycling and re-use boxes and cartons to make collages for children to take home. Parents report they are happy with the childminder's service. They receive help with dietary requirements and have a daily diary to show them what their children have been doing throughout the day. However, the childminder does not share information about children's progress in their learning as they are not known. The childminder does not plan activities and is unable to help move them forward at pace that suits them. The childminder works alongside the local school and has parental permission to discuss children's needs with other early years providers.

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

Children play in a warm and welcoming environment with pictures of their work on display; this helps them feel a sense of belonging in the childminder's home. Children are happy and look to her for reassurance. They climb on her lap for a cuddle and she hugs them to make them feel safe and secure. Although resources are available for children, they are tipped on the floor from the toy box by the childminder for children to choose. Toys are not set out attractively and do not inspire children's attention.

Children can choose books and look at them independently. They learn some skills for the future by playing with push and pull toys, to see how they work. Children are able to build on their social skills by attending local childminding groups. In the childminder's home the lack of planning means there is no system to monitor that activities cover the six areas of learning. Therefore, there are gaps in children's learning and their individual needs are not being met. Children are polite and behave well and are learning to share, and the childminder supports their self-esteem by giving praise freely. This helps build self confidence and allows children to feel at home within the setting.

Children have appropriate support in developing and understanding the importance of adopting a healthy lifestyle. The childminder talks to the children and looks at books that encourage healthy eating options. They are provided with meals from home and children's dietary needs are being met. Children routinely wash their hands before eating and visiting the toilet. This helps stop the risk of cross infection and disease. Children who are unwell do not attend. Although the childminder does not have a garden, she is aware of the benefits of outside play. The children have daily access to fresh air by visiting the local park; go on walks or trips to the beach, although this is often dependent on the weather. They look at the changes in seasons and take home nature items to cut and stick.

The childminder provides children with some opportunities for messy play and dressing-up to encourage their imagination. Learning takes place but this is coincidental, inconsistent and not monitored. The childminder is unable to provide effective support or challenge to children due to her lack of knowledge and

understanding of the learning and development requirements.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	4
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	4
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:

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 (Welfare of the children being cared for) 31/03/2012

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 requirements of the compulsory part of the Childcare Register (Welfare of the children being cared for) 31/03/2012