

Inspection report for early years provision

Unique reference number	226086
Inspection date	16/03/2012
Inspector	Sarah Measures
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1992. She lives with her adult son in the Market Harborough area of Leicestershire. The whole of the ground floor of the childminder's house, except for the utility area, is used for childminding. The childminder walks to local schools to take and collect children. The childminder has two dogs, three rabbits and an aviary of birds. She does not use her garden and takes children to local parks for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on the voluntary and the compulsory parts of the Childcare Register. She may care for up to six children under the age of eight years at any one time. There are currently seven children on roll who attend for various part-time arrangements.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Policies and procedures do not promote children's welfare or their learning and development. This is a friendly and welcoming setting and children enjoy their time with the childminder. However, the childminder is not using the Early Years Foundation Stage to plan effectively to meet children's individual needs and to make sure they develop the skills they need for their future learning. Inadequate systems of self-evaluation mean there is currently no effective system to drive forward improvement. Children are valued as individuals by the childminder who has many years experience of caring for children with a variety of different needs and she has effective partnerships with parents and others. Several welfare requirements and the learning and development requirements are not met, resulting in the outcomes the children being inadequately promoted.

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:

- develop an effective system to evaluate the provision for children within the Early Years Foundation Stage in order to make sure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 02/04/2012
- establish systems of planning, observation and assessment in order to ensure children receive a 16/04/2012

- suitable educational programme where they make progress towards the early learning goals (Educational programmes)
- attend a training course in paediatric first aid that is approved by the local authority (Suitable people) 30/04/2012
 - obtain written permission from parents to seek any necessary emergency medical treatment or advice (Safeguarding and promoting children's welfare) 19/03/2012
 - make sure that parents are provided with details for contacting Ofsted and an explanation that they can make a complaint to Ofsted if they wish (Safeguarding and promoting children's welfare) 26/03/2012
 - make sure that an effective safeguarding children policy can be implemented (Safeguarding and promoting children's welfare) 26/03/2012
 - keep a record of the risk assessment completed clearly stating when it was carried out, by whom, the date of the review and any action taken following a review or incident (Documentation). 02/04/2012

The effectiveness of leadership and management of the early years provision

Policies and procedures do not safeguard the children. The childminder has a secure knowledge of the possible indicators of child abuse. However, she has no clear procedures to follow if she has concerns about a child. There is no effective system based upon up-to-date Local Safeguarding Children Board policies and procedures in place to follow in order to protect children. The childminder does not obtain written consent from parents to seek any necessary emergency medical treatment or advice in order to make sure children are adequately protected in the event of an emergency and to meet with the requirements. She does not share information with parents as to how to make a complaint and she does not provide parents with details of how to contact Ofsted as the regulator. This does not meet with the requirements and promote a safe and transparent provision for parents and children. The childminder has allowed her first aid qualification to seriously lapse and this requires urgent renewal to make sure children are appropriately protected should they have an accident whilst they are in the childminder's care.

The childminder organises her home so that it is secure and safe for children to use. Children use appropriately maintained toys and equipment. However, the childminder does not keep a record of her risk assessments that states the risks to children and when and by whom they are checked. This does not meet with the requirements and demonstrate how children's safety is always maintained. The childminder works closely with parents to understand how to plan to enable children to enjoy their time with her. She supports individual children by reading the information regarding their progress that they bring home from school. She make sure she reads information regarding children's activities at school in order to support them further in the setting and to make sure she can inform parents about children's activities. The childminder has long established minding arrangements

indicating parents are happy with the care that she provides. She communicates with parents verbally in order to gain a sound understanding of children's likes, interests and home life. This helps her to plan the provision to make sure children are valued and welcomed. The childminder has a sound understanding of issues of inclusion and plans a positive environment for children that represents differences and diversity. As a result children learn to value those that are different from themselves. The childminder has relevant experience of caring for children with special educational needs and disabilities. The childminder has just started to make notes in order to reflect upon the provision for children. However, she does not use the Early Years Foundation Stage guidance and she has an inadequate knowledge of this framework. Therefore she cannot effectively assess the strengths and weaknesses of the provision for children within the Early Years Foundation Stage.

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

Children are settled and at home. They have good relationships amongst themselves and with the childminder and show a secure sense of belonging within the setting. They choose freely from a suitable range of activities that cover each area of learning. However, the childminder does not make effective use of the Early Years Foundation Stage framework in order to observe and assess children and to plan for their individual progress towards the early learning goals. This means that although children enjoy their time with the childminder she is not competently planning to make sure they achieve and develop the skills that they need for their future learning. Children choose from a variety of books and reading material easily available to them. They are able to enjoy creative activities and choose from a suitable variety of equipment and materials to use their imagination and to develop their own ideas. Children feel at home because they are able to choose their activities. This is because the childminder asks them what they want to do and because she rotates toys and activities in order to give them appropriate variety and choice. Children use their imagination as they engage in role-play. Children of different ages play together well.

Children are well-behaved and well-mannered because of the way the childminder acts as a good role model and encourages them. Children learn to be responsible and to consider others because of the childminder's good role modelling and because of her careful discussions and interactions. Children make healthy choices because a choice of fruit is always available for them at snack time. Children develop suitable healthy habits and routines as they wash their hands before they eat. When children attend all day and during the school holidays they go out and about exploring the local area. For example, they visit local parks and go on nature walks. This also helps them to develop healthy habits and routines. The childminder appropriately encourages children's learning when they are out and about by looking at street signs and house numbers. Children enjoy a range of experiences with the childminder, however, their learning and developmental needs are not met. This is because the childminder has no system to assess their needs and to plan activities to support their future learning within the Early Years

Foundation Stage.

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	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	4
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:

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 a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) (also applies to the voluntary part of the Childcare Register) 19/03/2012
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 26/03/2012
- attend appropriate first aid training (Welfare of the children being cared for)(also applies to the voluntary part of the Childcare Register) 30/04/2012
- undertake a risk assessment of the premises and equipment; at least once in each calendar year, and immediately, where need for an assessment arises (Suitability and safety of premises and equipment) (also applies to the voluntary parts of the Childcare Register). 02/04/2012

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 within the compulsory part of the Childcare Register (Welfare of the children being cared for/Records to be kept/Arrangements for safeguarding children and Suitability and safety of premises and equipment). 30/04/2012