

Inspection report for early years provision

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Inspection date	12/06/2012
Inspector	Lorraine Sparey
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 husband and her adult daughter in a house in West Molesey, in Surrey. The whole of the ground floor is used for childminding which includes toilet facilities. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years of age at any one time, of these three may be in the early years age group. There is currently one child on roll in the early years age group who attends on a part-time basis. The childminder takes children to the local library, parks and activity centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's individual needs with regards to learning and development are not sufficiently met. The childminder is not familiar with the Early Years Foundation Stage. She is in breach of legal requirements with regards to observing, assessing and planning to promote children's learning and development and carrying out risk assessments for outings. The childminder provides some basic resources and takes the children on outings in the community. However, activities do not provide sufficient challenge for children to help them make progress in their learning. The childminder liaises with parents and provides them with some information but does not fully involve them in their child's learning. The childminder has some procedures to promote children's health and safety. However, these are not fully effective in promoting children's understanding of healthy practices and how to keep themselves safe. The childminder is beginning to monitor and evaluate her provision. However, the systems in place are not successful to identify key areas that require development. Therefore, the childminder is unable to maintain continuous improvement.

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:

- undertake sensitive observational assessment in order 02/07/2012

- to plan to meet young children's individual needs (Organisation)
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 02/07/2012
- provide a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Organisation) 02/07/2012
- carry out a risk assessment for each and every outing (Safeguarding and promoting children's welfare) 25/06/2012

To improve the early years provision the registered person should:

- develop a culture of 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
- improve children's understanding of how to keep themselves safe, with particular regard to understanding the importance of sitting down while eating
- improve the two-way flow of information with parents relating to each child's experiences at home to support the starting points for their learning
- improve children's health by following good hygiene practices and minimising the risk of cross infection during nappy changing procedures

The effectiveness of leadership and management of the early years provision

The childminder demonstrates basic knowledge and understanding of how to safeguard children. She is able to identify possible concerns with regards to their welfare and the appropriate procedures to follow in the event of a concern. The childminder undertakes a basic annual risk assessment with regards to the home environment in particular the condition of the toys. This helps her maintain a safe environment for children to play in. However, she does not carry out a risk assessment for each and every outing which is a breach of a legal requirement. Therefore children's safety is not fully promoted at all times.

The childminder has some very basic systems to monitor and evaluate her provision. She seeks the views of parents through an Ofsted questionnaire and she has completed the Ofsted self-evaluation form. However, although she has identified in some areas that her practice is satisfactory the childminder is unable to identify how she could improve her practice. Therefore, the systems are not supporting her in identifying key areas for development to improve outcomes for all children. The childminder has generally addressed the recommendations from her last inspection.

The childminder has a basic range of resources which generally cover most areas of children's learning and development. The childminder generally uses the space in the home to support children making choices in their play. She is able to provide

one-to-one support as required. The childminder uses the library and the playgroup as an additional resource. Children have opportunities to use resources that provide positive images of many aspects of our diverse society in these settings. Therefore, children have some opportunities to learn to respect and value others.

The childminder develops positive relationships with parents. She provides them with a daily diary that covers basic information about children's welfare and the activities in which they have been involved. The systems to gather information about children's starting points in their learning are limited. Parents report that they are pleased with the range of activities in which their children take part and their children enjoy going to the childminder's. The childminder does not currently care for any children that require her to liaise with other early years settings and professionals. She is aware of the requirements to do so if the need arises.

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

Children do not make sufficient progress in their learning and development. The childminder is not clear on how to support children and provide effective challenges to enable them to make progress in all areas of their learning. Children choose from a basic range of resources, some of which are age appropriate. However, these are not always used appropriately to maintain children's interest. As a result, they wander around and are not involved in purposeful play and learning. Therefore, children's individual needs are not met. Children show some interest as the childminder shows them different animals on a cube and they try to imitate the sounds. However, they quickly lose interest and wander off. Children enjoy putting blocks in a walker and pushing them up and down the hall. They press buttons activating musical sounds and the childminder tries to encourage them to dance. They show interest for a few minutes before moving away. Consequently, children are not developing appropriate skills for their future learning. The childminder takes the children to a local playgroup where they can socialise with other children and use a variety of resources. In addition, they go to the library and the local park where they have opportunities to exercise and play in the fresh air.

The childminder does not complete any formal observations or assessment to support her planning to aid children's progress. Her understanding, with regards to the various areas of learning and the early learning goals, is limited. She does not plan appropriate activities or play opportunities, indoors and out, to help children make progress according to their individual stage of development. Consequently, children make insufficient progress in their learning.

Children have some opportunities to learn about healthy lifestyles and following appropriate hygiene practices. Although, nappy changing procedures do not minimise the risk of cross infection or encourage children to build the links

between toileting and hand washing. Parents provide children's food, including snacks. Children have some opportunities to play in the garden developing their physical skills. For example, they can use the rocker, learning how to balance. Children are learning about some safety aspects because the childminder encourages them to practise the evacuation procedure. This helps them to understand what to do in an emergency. However, children are not encouraged to sit down while eating and wander around with rice cakes and sandwiches in their hands. This does not fully support children to learn about how to keep themselves safe as this a potential choking hazard. Children's behaviour is appropriate for their age and stage of development. The childminder is a positive role model in the way she speaks to the children and her use of praise. Children have some opportunities to learn about the wider world at the playgroup and library.

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	4
The effectiveness of safeguarding	3
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	3
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:

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:

- 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) 25/06/2012
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by e-mail (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 25/06/2012

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 compulsory part of the Childcare Register (Arrangements for safeguarding children/Procedures for dealing with complaints) 25/06/2012