

Inspection report for early years provision

Unique reference number	141051
Inspection date	18/07/2012
Inspector	Marie Thompson
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 registered in 1992. She lives with husband, a teenager and an adult child in Winterbourne Stickland, Blandford Forum, Dorset. The whole of the house is used for childminding. There is currently no garden available 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 four children under eight years of age, of whom three may be in the early years age range. There is currently one child on roll in the early years age group. The childminder cares for children that are learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has an insufficient knowledge of the Early Years Foundation Stage framework which means that she does not meet all legal requirements and does not meet children's individual needs. Children appear happy and settled but there is an insufficient range of toys and activities for them to select from and the childminder does not have any systems for observation and planning. Consequently, children make insufficient progress in their learning and development, are not encouraged to use their home language in their play and have limited opportunities to learn about diversity. The childminder does not carry out risk assessments and children do not practise fire drills. Parents are not involved in their child's ongoing learning. The lack of effective monitoring systems means gaps in the provision are not identified or addressed and the childminder's capacity for ongoing improvement is weak.

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:

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments and using these to plan relevant and motivating experiences for each child (Early learning goals) 01/08/2012
- improve knowledge and understanding of the Early 01/09/2012

Years Foundation Stage , in order to provide children with an educational programme that will enable them to make progress in all areas of learning (Educational programmes)

- conduct a risk assessment and review it regularly: 10/08/2012
maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

To improve the early years provision the registered person should:

- develop systems to include parents in their child's ongoing learning and development, with particular regard to informing them about their child's progress and achievements and how they can support their child's learning at home
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning
- develop the range of activities and resources that help children learn about diversity and difference
- carry out regular evacuation drills and record in a fire log book details of any problems and how they were resolved
- implement a regular process of self-evaluation to identify strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a limited knowledge and understanding of the Early Years Foundation Stage and, as a result, is in breach of some legal requirements. She does not have systems in place to risk assess her home or outings and record these. This is breach of requirement but has no immediate impact on children since the childminder supervises them closely and there are no obvious hazards where they play. The childminder has attended recent training on safeguarding children so she aware of the procedures to follow in the event of being concerned about a child, in line with Local Safeguarding Children Board procedures. She has also recently updated her first aid certificate.

The childminder's lack of knowledge of the Early Years Foundation Stage, planning and resources has a significant impact on children achieving their goals in their learning and development. Consequently, children's individual needs are not met. The very small selection of toys, resources and activities is not adequate to support children's learning and development. The childminder has one small basket of toys available and children play with toys that they have brought with them from home. In addition, children have a very limited selection of resources and activities that reflect positive images of diversity, as well as their own cultural background, and help them embrace differences in the society they live in. Consequently, children are not supported in developing the knowledge, skills and understanding that help

them to make sense of the world. Children who are learning English as an additional language are not supported sufficiently. The childminder takes no steps to show that she values their home language and does not encourage them to use their home language in their play and learning.

The childminder does not establish successful working partnerships with parents. She informally provides some information about her childminding service and talks to parents on a regular basis about their child's welfare. However, because observations have not been carried out on the children, there are no systems in place to share children's ongoing learning and development with the parents. As a result, parents are not involved in their children's learning. There are currently no children on roll who attend other settings or need support from other agencies. The childminder is aware of the need to work in partnership with any other settings if the need arises to promote a shared approach to children's care and learning. The childminder shows an insufficient capacity to evaluate her provision. She has not carried out an accurate appraisal of her effectiveness or identified where there are areas in need of improvement. This shows a lack of drive and poor capacity for continuous improvement.

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

The childminder is in breach of the learning requirements and, therefore, children are not making progress towards the early learning goals. The childminder has an insufficient knowledge of the requirements and lacks the knowledge and skills to understand children's starting points and to build on these to progress their learning. She does not carry out any observations and assessments in order to identify children's next steps and use these to plan to meet their individual learning needs. Therefore she does not offer a range of relevant, enjoyable and challenging experiences for children. Furthermore, the inadequate range of resources and experiences do not help children make progress and develop the skills needed for their future learning and development.

Children appear happy and settled with the childminder. They play with the very limited resources on offer and they are supported by the childminder to explore books, and to develop their physical skills when they visit the local park. The childminder offers some appropriate interaction with children, for example, at one point she sits on the floor with them and talks to them about the animals in the books and what noises they make. The childminder copies the children's game of balancing the plastic ball on the plastic cup to look like an ice-cream. This helps children feel included. Children initiate their own play and ideas from the toys they have brought from home. For example, they press the button on the toy dog to make it bark and place the plastic ball in front of the dog. Children choose a tractor puzzle from the basket of toys and place the pieces in the right way to make the picture. The childminder provides some positive praise and encouragement for the children's efforts.

The childminder has details of children's dietary requirements to support their

health and children eat food that has been provided by their parents. Children have regular access to drinks. The children are supported to learn about good hygiene procedures by the provision of suitable hand washing facilities and routines. The childminder supervises children closely and all areas of the environment are safe for them to play in. However, children gain little awareness of how to keep themselves safe in an emergency because they do not have opportunities to practise the emergency evacuation procedures. Children's behaviour is managed in a sensitive way. The childminder's calm and caring manner helps children to feel settled and secure.

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	4
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	4

The quality of the provision in the Early Years Foundation Stage

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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	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 (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 10/08/2012

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 years section of the report (Suitability and safety of premises and equipment). 10/08/2012