

Inspection report for early years provision

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Inspection date	23/05/2012
Inspector	Cathleen Howarth
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 2008. She lives with her husband and three children aged seven, 13 and 14 years old in the Crosland Moor area of Huddersfield. The ground floor of the childminder's house is used for childminding purposes and the bathroom is on the first floor. There is provision for outside play in the garden. The family has a dog and a cat. Transport is usually provided to take and collect children from school. The childminder provides care throughout the year on weekdays from 7am to 6pm.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for three children under eight years, two of whom may be under five years at any one time. Currently, there is one child on roll in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder's knowledge of the Early Years Foundation Stage is ineffective. Consequently, outcomes for children are poor. They make insufficient progress in their learning because arrangements for planning and assessment are not in place. There are significant weaknesses in keeping children safe and promoting their health, which compromises their safety and well-being. Children's individual needs and inclusion in the setting are compromised by the childminder's lack of knowledge in this area. Partnerships with other settings and parents are poor and do not promote consistency for children. There are few systems in place to reflect on and improve practice; consequently, many weaknesses go unaddressed.

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:

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| • promote equality of opportunity and anti-discriminatory practice and ensure there is provision for children with special educational needs and/or disabilities (Organisation) | 13/06/2012 |
| • ensure the care provided for older children does not adversely affect the care of children receiving early years provision (Appendix 2) (also applies to the compulsory and voluntary parts of the Childcare Register) | 13/06/2012 |
| • take all reasonable steps to ensure hazards to children | 13/06/2012 |

are kept to a minimum and ensure that the risk assessment covers anything with which a child may come into contact with, with particular regard to medication and open windows (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register)

- promote the good health of children with regard to hand washing and take appropriate action when they are ill (Safeguarding and promoting children's welfare) 13/06/2012
- improve knowledge and understanding of the Early Years Foundation Stage so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes). 13/06/2012
- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 13/06/2012

To improve the early years provision the registered person should:

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- liaise with other early years settings that children attend to promote a cohesive approach to delivering the framework.

The effectiveness of leadership and management of the early years provision

Children are not adequately safeguarded in this setting. Risk assessments do not cover all aspects of the house and consequently, children are exposed to hazards. For example, children are able to access medication in the bathroom and lean out of open windows. The house is insecure; for example, doors are not locked and a parent walked in. This allows unknown adults to gain access and also means children are able to leave the premises unsupervised. The childminder's knowledge of child protection issues is generally sound.

Some resources, such as a doll's house, drawing materials and some outdoor equipment, are made available to the children. However, this is insufficient to meet the needs of the children who attend. Consequently, arguments sometimes ensue and younger children are affected by the demands of the older children. This means that children's learning in most areas is not well supported. Overall, children's individual needs are ineffectively met because the childminder's understanding of the Early Years Foundation Stage is poor. The childminder said she would not consider providing for children with special educational needs

and/or disabilities and there are few systems in place to support children's progress and to identify and address any achievement gaps. There are insufficient activities and resources used to teach children about diversity and other cultures and beliefs.

The childminder has not developed systems for reflecting on her practice. Consequently, she does not identify her strengths and weaknesses and fails to make adequate improvements for the children. For example, improvements in resources, planning and children's achievement requested at the last inspection are inadequate. Her ambition and drive to improve is also impeded by this.

The childminder has not worked closely with parents to share information about their child's learning and development. For example, children's starting points are not known and development information is not available to share. Consequently, parents are not sufficiently encouraged by the childminder to support their child's learning. In addition, parents' requests are not always respected, which means care routines are not consistently followed through. The childminder has not pursued developing relationships with other early years settings, which the children use. This means that care and learning between settings is inconsistent and does not support children's learning.

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

Children do not make adequate progress across the six areas of learning because the childminder lacks knowledge of how to support this. Photographs of what children can do are arranged under the areas of learning but these are not linked to the children's stage of development and are not used identify children's next steps. Consequently, the planning of activities is not based on children's needs or interests, which means that they are insufficiently challenged and cannot make progress to their full potential.

Children's developing vocabulary and language is not supported well by the childminder. She asks few open-ended questions, which means that children are not sufficiently challenged to think critically or solve problems. However, children engage in some conversation, for example, talking about favourite toys. Everyday opportunities, such as mealtimes, are not used to extend children's learning in number and calculating. Some opportunities exist for children to draw and use collage materials but these are not always readily available to children to encourage their early writing and creative skills. Likewise some technological resources, such as children's computer games, are available but not well used to support children in developing skills for the future. Children are able to jump in the garden and use ride-on equipment but poor use of space and resources hinders their ability to try new skills.

Children's meals are plentiful and in the main healthy although they have little opportunity to make independent choices as the menu is fixed. Overall, children's health is not promoted well enough. For example, routines for washing hands

before meals are not established, exposing children to cross infection and children fail to develop good habits to manage their own hygiene.

The childminder reminds children about crossing roads safely and children practise the emergency evacuation plan. However, hazards around the house, which children are exposed to do not encourage them to develop an understanding of danger and managing risk. At times, children's behaviour is poor due to insufficient and inappropriate resources, causing arguments and squabbles among the children, which they do not resolve easily. Children learn little about consequences and the affect their behaviour has on others and incidents. As a result, incidents occur due to fractious behaviour. There are few mechanisms in place to foster and promote good behaviour. Children have little understanding of their own and other cultures and beliefs because they have limited access to resources or activities, which promote this.

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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

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	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; How childcare is organised) 13/06/2012
- ensure that the childcare is accessible and inclusive by not refusing to provide childcare or treat any child less favourably than another child (How the childcare provision is organised) (also applies to the voluntary part of the Childcare Register). 13/06/2012

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 early years section and the compulsory Childcare Register section of the report (Suitability and safety of premises and equipment; How childcare is organised). 13/06/2012