

Inspection report for early years provision

Unique reference number	105365
Inspection date	02/02/2011
Inspector	Jacqueline Walter
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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. With exception of the two bedrooms the whole of the the childminder's flat is used for childminding. She has 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 one child 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 compulsory and voluntary parts of the Childcare Register.

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 provides a welcoming, caring and friendly environment. An appropriate selection of resources and activities is suitably organised overall and gives children appropriate opportunities to learn in most areas of play. However, weaknesses in the planning and assessment systems mean that children are unable to reach their full potential. Weakness in the leadership and management of the setting, such as documents not being held or maintained appropriately, welfare requirements not being met and insufficient knowledge of safeguarding children, means that children's safety is put at risk. The partnership with parents and other agencies is satisfactory overall. However, some required information is not shared with parents and links with other settings are few, resulting, in little support in children's learning. Some systems are in place to identify weaknesses in the setting, which results in some appropriate actions being taken. This in turn, brings about suitable 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:

- ensure the complaints policy includes contact details for Ofsted and an explanation that parents can make a complaint to Ofsted if they wish (Safeguarding and

16/02/2011

- Welfare)
- ensure the procedures to be followed are shared with parents in the event of a parent failing to collect a child and in the event of a child going missing (Safeguarding and Welfare) 16/02/2011
- conduct a risk assessment on the premises, furniture and equipment, regularly review it and maintain a record of aspects that need to be checked on a regular basis, detailing when and by whom it was conducted (Suitable Premises, Environment and Equipment) 16/02/2011
- ensure risk assessments are conducted on individual outings and trips (Safeguarding and Welfare) 16/02/2011
- ensure an effective safeguarding policy is implemented, with particular regard to developing knowledge and understanding of the procedures required by the Local Safeguarding Children Board (Safeguarding and Welfare). 16/02/2011

To improve the early years provision the registered person should:

- develop the organisation of resources to give children more opportunities for choice and decision making skills and develop independence
- further develop opportunities for children to gain knowledge and understanding of diversity, with particular regard to disabilities
- develop the planning and assessment systems to take account of children's interests, their individual learning needs in all the areas of learning and their stages of development and progression
- develop links with other settings that children attend to support their learning and development
- review the procedures for protecting children from the risk of fire, with particular regard to carrying out regular evacuation drills
- develop further the systems for evaluating the provision, in order to maintain continuous improvement
- develop knowledge and understanding of effective behaviour management strategies.

The effectiveness of leadership and management of the early years provision

Overall children are safeguarded inadequately. The childminder has an appropriate understanding of signs and symptoms of abuse and neglect. However, as a result of recently moving to a new area and the childminder not checking and updating her information regarding the Local Safeguarding Children Board, she has insufficient knowledge and understanding of the procedures to follow when concerns are raised. In addition to this, she is unaware of contact numbers to use. The learning environment is organised appropriately overall, with space, such as the lounge and kitchen, being organised to allow children to use them independently for different activities. However, the childminder does not ensure all

the required documentation such as risk assessments of the premises, equipment and furniture and complaints policy are held as required.

Through discussion the childminder demonstrates an appropriate understanding of inclusion regarding children with special educational needs and disabilities and in supporting children that have English as an additional language. There are appropriate partnerships with parents and other agencies in place overall. For example, information on the setting is shared with parents through discussions at initial meetings and through some documentation regarding the policies and procedures of the setting. However, at present the childminder does not share procedures with parents, such as those followed when children get lost, go missing or are not collected from her setting. Information on children's progress and their next steps in learning is shared appropriately. However, although children attend other settings, few links have been developed to complement the education and care received in the other setting.

Overall the drive for improvement and self evaluation is satisfactory. The childminder has taken some steps to self evaluate her provision and maintain continuous improvement. For example, she has successfully accessed a grant from a local authority and has obtained resources and equipment, such as a camera and some cultural puppets. As a result, information on children's activities is starting to be effectively shared with parents and children have better opportunities to develop an understanding of diversity in culture. In addition to this, the childminder has self evaluated and developed her own knowledge and understanding through attending courses, such as Critical Thinking and Speech and Language. Resulting in children being able to successfully develop their skills in communication. The childminder has also recognised other weaknesses in her practice and has made some attempts to develop her understanding in promoting effective behaviour management and in working effectively with parents. However, due to training courses being full she has been unsuccessful in developing this knowledge.

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

The childminder provides a welcoming, friendly environment. She has an appropriate selection of resources and activities in most areas of learning. For example, children are able to develop their knowledge and understanding of the world by enjoying first hand experiences, such as visiting parks to see the wild life and enjoying walks in the community. However, there are limited opportunities and experiences for children to develop understanding and value differences, such as disabilities. Resources and equipment are appropriate for the age and abilities of the children the childminder cares for. However, some of these are not effectively organised to allow children to gain skills in choice, decision making and in becoming independent. For example, most are stored in a large walk-in cupboard on high shelves and access to lower shelves is blocked by household items. The childminder interacts in a caring manner with children. She engages them in conversations, which in turn, results in children being confident in talking,

asking questions and making known their wants and needs. For example, they confidently ask for their snack when they want it. She supports and extends children's learning appropriately. For example, she promotes the more able children's communication, language and literacy skills by encouraging them to find their name; further supporting this by describing the initial letter and using the phonic sound. The childminder through discussion demonstrates an appropriate understanding of assessing and helping children to progress in their learning. She plans some purposeful play that takes account of children's individual learning needs. For example, children who have little opportunity to play and work with other children are able to visit the local indoor play venue on a regular basis. This in turn, allows them to develop both their abilities to interact with other children and develop their skills in their physical development. However, the planning and assessment systems do not take into account children's interests and do not reflect all the areas of learning. As a result, children are unable to reach their full potential.

Some positive steps are taken to minimise hazards to children and keep them safe inside the setting. For example, external doors are locked and accessible low glass is toughened. However, children are at risk as a result of having easy access to chemicals stored in low cupboards, sharp knives being easily accessible and easy access to rooms that are not registered or risk assessed. In addition to this, although the childminder has devised an appropriate emergency evacuation procedure, this is not practised with children. The childminder takes some positive actions to minimise risks to children when on outings. For example, a first aid kit and a mobile phone is taken on outings. However, risk assessments are not conducted on each type of outing or trip. Children are developing appropriate understanding of keeping themselves safe. For example, they know they need to hold hands and watch out for cars when crossing the road. Overall children's health is promoted well. In particular, healthy eating is promoted well through both the introduction of healthy food and discussion with children on why such foods are important. As a result, children know they need to eat food such as fruit and this will help them to grow up strong and healthy. Overall the childminder encourages children to develop habits and behaviour appropriate to good learners, and their own needs and those of others. For example, she is a good role model and encourages the use of please and thank you as well as using verbal praise and encouragement appropriately. As a result, children are polite and welcoming and behave well. However, through discussion and documentation the childminder demonstrates a limited understanding of effective strategies to use when inappropriate behaviour is apparent.

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	3

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	3
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	3
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
--	---

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	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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) 16/02/2011
- implement a written statement of the correct procedures to be followed for the protection of children from abuse or neglect (Arrangements for Safeguarding Children). 16/02/2011

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 of the report (Suitability and Safety of Premises and Equipment) 16/02/2011
- implement a written statement of the correct procedures to be followed for the protection of children from abuse or neglect (Arrangements for Safeguarding Children). 16/02/2011