

Inspection report for early years provision

Unique reference number	144842
Inspection date	20/04/2009
Inspector	Sue Vernon
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and nine year old daughter in a four storey house near the centre of Trowbridge, Wiltshire. Access to the front door is via several steps. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under eight years at any one time. Currently the childminder is caring for six children, three of whom are in the early years age range.

The childminder uses the ground floor for children's play, and the first floor for sleeping and access to bathroom facilities. The basement and second floor are not used for childminding. There is a fully enclosed garden for outdoor play. The childminder collects from the local school.

Overall effectiveness of the early years provision

Overall the provision is inadequate. Whilst the childminder provides a welcoming environment, she does not have sufficient knowledge of the requirements of the Early Years Foundation Stage(EYFS). Children's individual learning needs are not known or monitored in order to plan effectively for their progress towards the early learning goals. However, she has sufficient awareness of each child in order to support their care needs. The lack of robust self-evaluation means that weaknesses in both the learning and care environment are not identified or used to plan improvements in order to further promote positive outcomes for all children.

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:

- | | |
|--|------------|
| • use observational assessments in order to plan to meet young children's individual needs (Organisation) | 20/07/2009 |
| • plan and provide experiences appropriate to each child's stage of development as they progress through the early learning goals (Organisation) | 20/07/2009 |
| • seek information about who has legal contact and parental responsibility for each child (Safeguarding and promoting children's welfare) | 20/05/2009 |

To improve the early years provision the registered person should:

- ensure complaints procedure has full details
- ensure safeguarding procedure includes procedure to be followed in the event of allegations against adults

- seek and share relevant information with other providers to support continuity in learning
- review and update all policies and documents

The leadership and management of the early years provision

The childminder has not put in place the EYFS. She has not undertaken self-evaluation of her provision for children's welfare and their learning and development in order to identify her strengths and weaknesses. Areas for improvement have not been identified or requirements such as the need for reviewed risk assessments addressed. This means that outcomes for children are not developing. Other records and procedures have not been updated to ensure all necessary details are in place such as the seeking of who has parental responsibility for each child attending.

Parents and carers meet with the childminder initially in order to exchange information on children's individual welfare needs and routines. The childminder plans how to support individual needs such as special diets and gives daily feedback on their child's day which ensures parents and children feel valued. However, learning starting points are not sought and the parents are not involved in the learning journey of their child. There are no links with other providers of the EYFS in order to build continuity in learning for each child.

The childminder has satisfactory awareness of safeguarding issues. She has awareness of child protection issues and the procedures to be followed should any concerns arise which supports children's welfare. She has put in place safety equipment in the home which means children can move around the play area safely as they play. Whilst risk assessments are not in place, the childminder has satisfactory safety awareness of how to keep children safe. Records for monitoring accidents and medication are shared with parents which supports consistency.

The quality and standards of the early years provision

The childminder helps children understand and follow healthy habits such as regular hand washing within the daily routine. She offers healthy snacks such as fruit and supports any special dietary requirements. She holds a first aid qualification and keeps appropriate records regarding accidents and medication. General safety issues within the home have been addressed so children can enjoy play in different areas although reviews of risk assessments including those regarding outings are not in place. Children are at ease with the childminder and make their own independent choices from suitable storage of toy resources as they play together. The childminder helps children play well together through her use of praise and calm approach. Children learn the childminder's general guidelines for good behaviour from discussions and displayed pictures. Children learn about the value of technology as they use the computer for making pictures or use musical sequence toys. Some play resources are used to help children understand the value of diversity.

The childminder has inadequate understanding of how to plan individual learning journeys for each child in the early years age group. Information on starting points is not sought or used to plan appropriate activities. The lack of a meaningful observation or assessment procedure means that each child's progress through the six areas of learning towards the early learning goals is not evaluated or monitored. Consequently children are not receiving challenging play opportunities linked to their individual needs or their next stage of learning. However toys and play resources help children enjoy floor play with building bricks as they count and identify colours. They use simple mathematical language as they add more bricks and discuss shapes. The childminder encourages language development as she repeats their words back and prompts their involvement by asking some open questions. A variety of craft activities such as painting and drawing help children use their creative skills and they have pens and paper freely around to encourage their mark making. Dressing up clothes and small world play with animals helps children use their imagination. Opportunities for growing vegetables such as cress and baking activities help children understand changes and the natural world around them although challenge is not routinely added to extend each activity.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Met

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:

- conduct risk assessments including regular outings and review regularly (also applies to the Childcare Register) (Suitable premises, environment and equipment)

20/05/2009