

Inspection report for early years provision

Unique reference number	220616
Inspection date	29/04/2010
Inspector	Patricia King
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 1996. She lives with her child, aged four years, and an adult child, in the village of Pytchley, which is situated close to Kettering in Northamptonshire. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight at any one time, of whom no more than two may be in the early years age group. She is currently minding one child in this age group. She also offers to care for children aged over five to 11 years. The provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

This childminder takes care to find out all the necessary details to meet children's individual needs, consequently, she knows them well and they are happy, settled and confident in her care. She fosters positive working relationships with parents, providing them with suitable information about her services and their child's care and learning. She works closely with any other providers or agencies working with children, to promote continuity of care and development. The home and daily routines are organised effectively to offer interesting and varied activities across all areas of learning and development. However, her lack of knowledge about the Early Years Foundation Stage Framework means that she has not established an efficient system to evaluate her strengths and weaknesses, which include not meeting a number of regulatory requirements.

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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare also applies to both the compulsory and voluntary parts of the Childcare Register) 20/05/2010
- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 20/05/2010

- obtain written permission from parents to seek any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 13/05/2010
- hold a current paediatric first aid certificate (Suitable people also applies to both the compulsory and voluntary parts of the Childcare Register) 10/06/2010
- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment also applies to both the compulsory and voluntary parts of the Childcare Register) 20/05/2010
- ensure that the daily record of the hours of children's attendance is maintained up to date (Documentation also applies to both the compulsory and voluntary parts of the Childcare Register). 30/04/2010

To improve the early years provision the registered person should:

- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development
- develop systems to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and plan ongoing improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding procedures and describes what to do if she has any concerns. She has organised her home effectively to provide a secure, welcoming environment to children and their families. No hazards are observed within her home and the childminder maintains vigilant supervision of the children, however, she has not conducted effective risk assessments of her home or any outings. The childminder does not carry a current relevant first aid qualification, which means children may not be appropriately cared for in the event of an accident or illness.

The childminder has established positive relationships with parents and has formed partnerships with others involved in the children's lives, for example, the key workers at the local pre-school. This helps to support and promote children's overall learning and development. She gives careful consideration to the inclusion of all children and effectively organises activities and learning opportunities so that they are fully enabled to participate safely and confidently. She has sound understanding of how children learn through their play and experiences and offers appropriate learning opportunities to children in her care.

The childminder has some policies and procedures in place, and she describes how verbal communications keep parents informed of daily care and routines. However, she does not have a complaints procedure and has not obtained parents written permission to administer medication. Most records are generally well-maintained and she describes how she takes care to find out the necessary information to meet all children's individual care needs. However, the record of attendance is not fully detailed. The childminder has not developed systems to evaluate her performance. This means that although some improvement has been made since the last inspection some legal requirements are in breach and full implementation of the Early Years Foundation Stage Framework has not been achieved.

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

The childminder offers a varied and well-organised programme of activities and learning opportunities, both indoors and outside. She has organised her home and routines to provide a stimulating, secure environment for children, where toys, activities and resources are accessible within easy reach to promote independence and choice. Consequently, children move confidently around the areas of the home and garden where they are encouraged to express their own needs and develop a real sense of belonging.

Children have many opportunities to use their imagination and creativity as they make models and pictures. They enjoy using the good range of books, enthusiastically contributing to a familiar story shared with their peers. Children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. A healthy selection of suitable snacks, such as fresh fruit, are provided and the childminder talks to the children about promoting growth and good health through healthy eating. Practical experiences, such as gardening, help children learn about how things grow in the natural world, the environment and a healthy lifestyle. Children are developing an understanding of what is right and wrong. The childminder is adept at managing minor disputes and children respond to her sensitive reminders to share, take turns and show care and concern for each other as she introduces games and activities to practise these skills. They are learning to be safe outside the home as they practise road safety on outings and talk about stranger awareness in reassuring, non-threatening ways.

Children positively benefit from a wide range of trips, which include visits to local shops, the library, farms, parks and nearby towns, all of which help them to learn about the world in which they live. The childminder helps the children to understand and celebrate the similarities and differences between them and others in the wider world. She skilfully captures spontaneous opportunities to extend children's learning. For example, the children eagerly talk of the effects of volcanic ash, and whilst observing the waste collection lorry they talk about the importance of recycling and the ways they can help in this process. The childminder understands the needs of children of differing ages and stages of development and that children learn as they play. She spends time getting to know each child and their likes, dislikes and individual comforts, which means she is well-prepared to

settle any child distressed by separation from their parent or carer. She gets down to their level, talks to them and asks appropriate questions to stimulate their involvement and learning. However, because the childminder is unaware of the Early Years Foundation Stage, she does not use the information gathered from her observations of the children to track their progress and plan for individual next steps in their learning journeys.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	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	3
The extent to which children achieve and enjoy their learning	3
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	3

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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 (Welfare of the children being cared for) 10/06/2010
- take action as specified in the early years section of the report (Procedures for dealing with complaints, Suitability and safety of premises and equipment) 20/05/2010
- take action as specified in the early years section of the report (Records to be kept). 30/04/2010

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 (Welfare of the children being cared for) 10/06/2010
- take action as specified in the early years section of the report (Procedures for dealing with complaints, Suitability and safety of premises and equipment) 20/05/2010
- take action as specified in the early years section of the report (Records to be kept). 30/04/2010