

Inspection report for early years provision

Unique reference number	252189
Inspection date	14/01/2010
Inspector	Lynn Masterman
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1989. She lives with her husband. The family live in a small village on the outskirts of Worksop in Nottinghamshire. The premises can be easily accessed and the whole of the ground floor is used for childminding. There is a fully enclosed outdoor play area to the rear of the premises. Care is offered Monday to Friday all year round. The family has three dogs, three cats, a parrot and a tortoise.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. There are currently two children on roll in this age range. The childminder also offers care to children over five years old. She takes and collects children to and from the local school. Overnight care is available. The provision is registered on the Early Years Register and 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.

Children are cared for in a homely environment where they are happy and settled. They have formed a close relationship with the childminder and their peers. Appropriate communication systems with parents ensure most areas of their welfare are appropriately supported. However, the procedures to meet some of the requirements of the Early Years Foundation Stage are insufficient. The childminder has does not hold a current paediatric first aid certificate and has not maintained a record of risk assessments for all areas of the premises. These are breaches in requirements. The learning experiences provided are beginning to help children to make steady progress in all areas of their development. The childminder is beginning to acknowledge her strengths and areas for improvement. However, there are no clear systems in place to take these identified areas forward.

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 a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action following a review or incident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 15/04/2010
- complete an appropriate first aid course that includes 15/04/2010

training in first aid for infants and young children
(Safeguarding and welfare).

To improve the early years provision the registered person should:

- develop a system to monitor and evaluate the quality of the provision to lead to the identification of targets for further improvement
- make effective use of the children's observations to help plan for the next steps in their individual learning and share this information with parents
- update the record of risk assessment to include any assessments of risk for outings and trips
- ensure children know the procedures to be followed in the event of a fire.

The effectiveness of leadership and management of the early years provision

The childminder has an acceptable understanding of her role and responsibility with regard to the safeguarding of children. Parents are made aware of her commitment to the protection of children. She is able to recognise the indicators of abuse and the procedures to be followed, should she have concerns about children's welfare. All persons living in the household who have regular contact with the children are suitable and vetted.

The childminder maximises space in the home to ensure children are able to move around the premises in a safe and confident manner. For example, the use of safety gates prevents children accessing areas unsupervised and all dangerous substances are stored out of children's reach. However, the childminder has not maintained a written risk assessment to show how all areas of the premises will be covered over a period of time and does not hold a current paediatric first aid certificate. These are breaches in requirements and compromises children's safety. The childminder is able to verbally demonstrate the procedures to be followed for outings and trips. However, she is yet to complete risk assessments for general outings and trips. There is a range of good quality play resources, which are routinely checked to ensure they remain safe and suitable for children. Play is delivered in a non-stereotypical way, which helps children to learn about equality. Resources are accessible and children are actively encouraged to make choices and decisions to help manage their own learning.

The childminder has sound understanding of the skills and experiences children learn through play. Overall, activities are planned according to the children's age, stage of development and interests. However, the childminder's knowledge of how to link activities to the six areas of learning is limited. Therefore, the planning of activities and the children's observation records are not used effectively to plan for the next stage in their individual learning. There is a warm and friendly relationship with parents. All policies and procedures are verbally shared with parents. Appropriate communication systems ensure parents are kept well informed of their children's care, learning and play. The childminder works in partnership with parents and provides advice about how to help children to develop their language or play resources to support specific areas of their children's development.

Comments from parents indicate that they value the childminder's supportive and flexible service.

Overall, the recommendations from the last inspection have been addressed. The childminder is beginning to recognise areas for improvement through the use of self-evaluation. However, she is yet to establish a clear system of how identified areas will be addressed and implemented. She shows the capacity to improve her service and is beginning to identify further training needs, particularly the delivery of the Early Years Foundation Stage to help support children's learning.

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

Children enjoy their time at the childminder's home. This due to the childminder's ethos of helping children to see the setting as an extension of their home environment. The sound of children happily singing while at play indicates that they are relaxed and at ease within the environment. The childminder offers lots of reassurance and support through close physical contact and facial expressions. Lots of children's work is displayed around the room. Young children have their own area to display their work, which is identified by the children's name and handprint. This helps to foster a sense of belonging. The childminder's warm, caring and sensitive approach provides the children with the opportunity to express their needs confidently, share their fears or anxiety and feel safe with a trusted adult. The childminder knows the children very well and works in partnership with parents to ensure their individual needs are appropriately met, such as helping children who are not yet fully competent in their personal hygiene skills. Children's behaviour is managed with respect and understanding. Positive praise and encouragement successfully promote their confidence and self-esteem. The childminder takes into consideration children's age, stage of development and individuality.

The playroom is well organised and provides a welcoming learning environment for children. The childminder spends her time playing with, talking to and listening to the children. She sits at their level and, overall, uses acceptable questioning techniques to extend their learning. Children love to express themselves through music. The childminder talks to the children about the different sounds they can hear, such as the 'boom boom' sound as they confidently use the hammer to bang on the drum. They enjoy listening to their favourite television programme and move their bodies to the sound of the music. The children and the childminder imagine they are a tree and use their arms to demonstrate the leaves falling from the branches. This helps to develop their listening skills. Children enjoy making tea in the home-corner. The childminder talks to the children about how to make tea in the teapot and how we pour the tea out through thorough the spout. Children independently access books. They begin to problem solve as they try to find pictures of familiar animals, such as the crocodile and the snake. The childminder echoes their speech as they try to make the sound of a snake. Children are beginning to develop their mark-making skills. They explore different textures as they draw, paint, play with dough and run their fingers through comflour. This helps children to become competent learners.

The childminder has an acceptable understanding of equality and diversity. She helps children to develop an acceptance of themselves and others. They talk about different skin tones, eye colour and hair colour and why some people who cannot walk properly may need a wheelchair and need some support. They are beginning to develop an awareness of the wider world through discussion with the childminder, access to a suitable range of play resources and visits within the local community. They discuss how different cultures celebrate different festivals and eat food that has to be cooked in a specific way. Children are beginning to be aware of their own safety. They talk about how to cross roads safely. For example, they know the green man on the pedestrian crossing indicates we can cross the road. However, children are not familiar with the procedures to be followed in the event of a fire. Children have access to a balanced diet. They have access to a suitable range of outdoor activities, such as crawling through tents, riding bikes and playing a variety of games. The children explore the local environment. They look at the different colours of the trees and flowers, and search for small insects, such as worms, beetles and woodlice.

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

How effectively is the Early Years Foundation Stage led and managed?	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
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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 (Suitable premises, environment and equipment) 15/04/2010
- provide a written statement of procedures to be followed for the safeguarding of children (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 15/04/2010
- provide a written statement of the procedures to follow should parents wish to make a complaint (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 15/04/2010

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 (Suitable premises, environment and equipment) 15/04/2010
- take action as specified in the compulsory Childcare Register section of the report (Arrangements for safeguarding children; Procedures for dealing with complaints). 15/04/2010