

Inspection report for early years provision

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Inspection date	06/07/2011
Inspector	Vickie Halliwell
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 1991, she lives with her adult daughter in the Smithills area of Bolton. The premises are within easy reach of public transport, shops, parks, schools and community resources. The provision is registered on the Early Years Register and both parts of the Childcare Register. The whole of the ground floor and one bedroom on the first floor is used for childminding. The childminder sometimes works with another childminder. There is a fully enclosed outdoor play area to the rear of the property. There are contingency plans in place to call on another registered childminder in the event of an emergency or sickness. The home accessed via one step and toilet facilities are located on the first floor.

The childminder is registered to care for a maximum of six children under eight years and, when working with another childminder, may care for a maximum of six children in the early years age range. There are currently seven children attending, of whom five are within the Early Years Foundation Stage. The childminder also offers care to children over five years. The childminder is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Insufficient regard is given to the Statutory Framework for the Early Years Foundation Stage. Consequently, a number of specific legal requirements are not being met. This compromises children's safety and wellbeing. Children are settled in the childminder's care. They have access to an adequate range of play materials and attend a local toddler group on a daily basis, which helps them make some progress in their learning and development. However, provision for children's learning is limited. Children are suitably occupied, but the childminder does not know enough about children's individual capabilities or plan sufficiently for their future learning needs. Systems to evaluate the effectiveness of the provision are not rigorous enough. Consequently, self-evaluation is not effective and too little is done to secure 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:

- increase knowledge and understanding of Safeguarding procedures, so that an effective safeguarding children policy and procedure is implemented; this must include the procedure to be
- 21/07/2011

- followed in the event of an allegation being made against a person living on the premises or working with the children (Safeguarding and welfare) (also applies to both parts of the Childcare Register)
- make a record of risk assessments, clearly stating when it was carried out; the risk assessment must identify aspects of the provision that need to be checked on a regular basis and record when and by whom they have been checked (Suitable premises, environment & equipment) 21/07/2011
 - maintain records which are required for the safe and efficient management of the setting, in this instance by ensure records of attendance include children's full names (Documentation) 21/07/2011
 - obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 21/07/2011
 - provide parents with information about the setting's policies and procedures in relation to safeguarding children and equality of opportunity (Safeguarding and welfare) 21/07/2011
 - gain knowledge and understanding of the Early Years Foundation Stage learning and development requirements, to ensure that all children are supported in their progress towards the early learning goals, in all areas of learning (Early learning goals) 21/07/2011
 - make systematic observations and use these to plan an enjoyable and challenging learning and development experience that is tailored to meet children's individual needs (Educational programme). 21/07/2011

To improve the early years provision the registered person should:

- implement an effective system of self-evaluation that will improve the quality of the provision for all children
- liaise with other providers delivering the Early Years Foundation Stage to children in care to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

The childminder is aware of possible signs and symptoms of abuse and is clear about her responsibility to take action to protect children from possible harm. However, children are not adequately safeguarded because the childminder is unclear about the procedure to follow. She does not have a written safeguarding children policy and is not familiar with Local Safeguarding Children Board procedures. In addition, poor organisation of written records prevents the childminder from accessing relevant information which was provided on a recent

training course. Furthermore, the childminder is not aware of the procedure to follow in the event of an allegation being made against a person living on the premises or working with the children. The childminder has conducted a risk assessment and taken appropriate action to minimise hazards. Consequently, children play safely within her home. However, records of risk assessments are incomplete, and there is no record of risk assessment for the main play area, which is a breach of a specific legal requirement. Established systems are effectively implemented to ensure children's safety on outings, however, records of risk assessment are not maintained. Space and resources are adequately organised to meet the needs of the children.

Leadership and management is weak. The childminder is a very experienced practitioner who, in addition to her childminding, has run a local toddler group for many years. However, since the implementation of the Early Years Foundation Stage, she has not sufficiently updated her knowledge. As a result, several specific legal requirements are not being met. Attention to documentation is poor. As a result the childminder is unable to evidence parental consent to administer medication and records of children's attendance do not include children's first names. The childminder does not reflect sufficiently on her practice. Consequently, she has failed to identify significant weaknesses within her provision and too little is done to secure improvement.

The childminder endeavours to provide an inclusive service. All children and their families are warmly welcomed and the childminder promotes a relaxed and informal approach, sharing most information verbally at arrival and collection times. As a result, parents are adequately informed about their child's day, but are not informed about the childminder's policies and procedures, for example, in relation to safeguarding and equal opportunities. A brief statement is provided for parents to read in relation to complaints, illness and behaviour management. Parents are encouraged to share details of children's care needs and routines at admission, however, little information is requested in relation to children's learning and development. Partnerships with other providers delivering the Early Years Foundation Stage to children in the childminder's care are not effective. Consequently, the childminder is unable to ensure continuity and progression in children's care and learning.

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

Some aspects of children's welfare are satisfactorily promoted. Children are adequately nourished because the childminder provides meals and snacks in accordance with children's hours of attendance. Children have some opportunities to develop healthy eating habits. For example, they are given a plain biscuit, eat brown bread and are offered fruit after their lunch. Appropriate hygiene practices help prevent cross-infection and children are reminded that they need to have their hands wiped before they eat. Children are settled in the childminder's care and demonstrate a clear sense of belonging. They interact happily with the childminder and young children spontaneously sit on her knee whilst playing. The childminder provides simple explanations and encourages children to take turns and share play

materials. As a result, children are learning the importance of socially acceptable behaviour.

Children have access to a small range of developmentally appropriate play materials and are generally occupied by the resources provided. They enjoy playing with small world resources, which include a small house and farm yard. Older children play with imagination and, with encouragement from the childminder, put the baby to bed. Younger children are encouraged to make the sounds of the animals they play with. Children enjoy books. Older children listen with interest to stories, enthusiastically lifting the flaps in the book to find the missing dog. Babies enjoy looking at the pictures and are suitably occupied with their own book as the childminder continues to read to older children. However, books are stored out of the children's reach and are only provided at designated times by the childminder. Most resources are inaccessible, as they are stored behind the settee, on high level shelves or in cupboards. As a result, children are unable to select play materials independently, however, the childminder reports that children know what is available and can have toys on request. Two large tubs which contain a mixed selection of toys are available at floor level, however, these were not accessed by the children during the inspection.

Children spend relatively little time within the childminder's home and enjoy daily outings to groups and places of interest. They attend a toddler group each day which provides opportunities for children to interact with and build relationships with others. One child repeats the name of a 'friend' when the childminder mentions a toddler group they attend. Children have some opportunities to engage in creative activities, for example, making Easter cards, pictures at Eid or a Chinese lantern at Chinese New Year. Children are making some progress in their learning and development because they benefit from a varied range of activities and experiences. However, children's ability to achieve their potential is limited because the childminder does not have a secure knowledge of the learning and development requirements. She does not know enough about children's individual capabilities so is unable to securely plan for the next steps in their learning. There is no system in place to identify children's starting points. A very brief observation is recorded each month, but these are not used to plan the next steps in children's learning. In addition, observations tend to focus too much on one area, so do not provide a clear picture of how children are progressing in each of the six areas of learning. Consequently, the childminder is unable to fully identify children's achievements or areas where they need additional support.

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	3
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

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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	3
The extent to which children make a positive contribution	3
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:

- provide parents with a copy of the safeguarding procedures (Providing information parents)(also applies to the voluntary part of the Childcare Register) 21/07/2011
- maintain a daily record of the children looked after on the premises and their hours of attendance (Records to be kept)(also applies to the voluntary part of the Childcare Register) 21/07/2011
- take action as specified in the Early Years section of the report (Arrangements for safeguarding children). 21/07/2011

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 under the compulsory Childcare Register. 21/07/2011