

Inspection report for early years provision

Unique reference number	319941
Inspection date	18/05/2009
Inspector	Thecla Grant
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 with Ofsted in 2001. She lives with her husband and three children aged 10, 12 and 14 years old in the Beeston area of Leeds, close to local shops, schools and transport services. The kitchen-diner and conservatory are used for childminding. The family has four dogs. The childminder works between the hours of 07.30 to 18.00, from Monday to Friday.

The childminder is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. The childminder 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.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The childminder has not met a number of legal requirements, which compromises children's health and safety and is a breach of regulation. The childminder has not informed Ofsted of her assistant and the assistant is left with children without being trained in administering first aid. Not all necessary documentation is in place to provide individual care for the children and systems are not in place to update the childminder's understanding of safeguarding children issues. Children make satisfactory progress in their learning and development but monitoring systems in place do not effectively move children on to the next stage in their learning. The childminder mostly supports every child but not all areas of safety are effectively implemented.

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 sure permission is requested at the time of children's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future and make sure all children's dietary requirements, preferences or food allergies are recorded (Safeguarding and welfare) 29/05/2009
- implement systems to ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and welfare) 29/05/2009
- make sure Ofsted is informed of any significant event which is likely to affect the suitability of the early 29/05/2009

years provider or of any person who cares for, or is in regular contact with, children on the premises (Suitability of adults).

To improve the early years provision the registered person should:

- make sure systems are implemented to ensure up-to-date understanding of safeguarding children's issues is sought and make sure all adults are able to implement the safeguarding children policy and procedures appropriately
- make sure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved so children have an understanding of what to do in emergencies
- plan appropriate play and learning experiences based on the children's interests and needs, and provide a balance of adult-led and child-led activities that result in children being active learners.

The leadership and management of the early years provision

The childminder visually risk assesses her setting making sure it is safe for children to play. For example, the childminder generally practises the emergency procedures and makes sure the safety gate is closed to prevent the younger children accessing the kitchen area. The childminder maintains records and procedures required for the safe management of the setting but has not taken the necessary steps to safeguard and promote the welfare of all children. For example, not all children's detail forms are in place, as a result, parental permission for emergency medical advice or treatment and information on children's dietary requirements, preferences or food allergies are missed.

The childminder now works with an assistant. However, Ofsted has not been informed of this significant event. Further to this, the childminder leaves her assistant in sole charge of the children for a short period at certain parts of the day. However, the assistant is not trained in administering first aid. The childminder maintains her first aid certificate by attending training courses and has some understanding of safeguarding children's issues. However, she has not kept an up-to-date understanding of child protection issues to implement the safeguarding children policy and procedures appropriately.

Parents are encouraged to share what they know about their child, particularly when the child first starts to attend, however, inclusive practice is not effectively promoted. The childminder informs parents about their children's achievements and progress in her home, and liaises with the nursery to share information regarding their children. The childminder has taken some action to tackle the identified weakness from her previous inspection and generally evaluates her provision with her assistant. For example, the childminder plans to extend some resources for the older children.

The quality and standards of the early years provision

The learning environment suitably helps children to progress towards their learning development. Resources are stored in see through stacking boxes which are well labelled and children enjoy playing with what is available. The children ask for what they want and enjoy playing with the cars and garage. Young children enjoy the challenge of completing the inset puzzles, negotiating where each piece will fit. However, the older children find the inset puzzles less challenging and age appropriate puzzles are not easily accessible.

Older children are able to link sounds to the letters in their name and can write their name on their own. Children show growing interest in colour and are able to recognise all of their primary colours. Older children have also developed their numeric skills counting up to 10 without help as they reason how many pins they need to knock down in their game of 10 pin bowling.

The childminder mostly provides adult-led activities, such as matching games, which the older children enjoy and painting. The younger children enjoy the challenge of painting with a paintbrush and sponges. They recognise the different shapes in the sponges, such as a tree, and happily print them onto their paper. However, child-led activities are minimal, children are not given enough opportunities to explore their environment or explore their own ideas through media, materials or movement because the childminder takes the lead showing them what to do. As a result, the ability for them to become active learners is restricted.

The childminder has included children's starting points in their profiles. These are very well organised and mostly linked into the areas of learning. However, the information from children's profiles is not used to plan appropriate play and learning experiences based on the children's interest and needs.

Children learn to make healthy choices about what they eat and drink, for example, they discuss that their favourite fruit is an orange. The childminder teaches children to behave in ways that are safe for themselves and others through clearing away the toys when they finish playing and practising the emergency drills. However, children are not familiar with the emergency procedures because they are not practised regularly. Children are well cared for if they have an accident or become ill because the childminder is trained in administering first aid.

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.	3

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?	3
How well are children safeguarded?	4

Quality and standards

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

- make sure a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect, is in place (CR2)

29/05/2009

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:

- make sure a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect, is in place (CR2).

29/05/2009