

Inspection report for early years provision

Unique reference number	590132
Inspection date	13/02/2012
Inspector	Sarah Williams
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 2001. She lives with her two children and one grandchild in a house in Clacton-on-Sea, Essex. The whole of the property is used for childminding. There is a fully enclosed garden for outside play. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the early years age range, both attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder gathers information from parents before children start to attend, however, there are no systems in place to observe or assess children's development so the uniqueness of each child is not fully recognised to ensure their progress. The provider demonstrates insufficient understanding of safeguarding and promoting children's welfare to enable her to fully safeguard children and keep them free from harm. Partnership with parents and other partners is satisfactory. The provider fails to identify and prioritise areas for 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:

- 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 (Premises, environment and equipment) 27/02/2012
- ensure that Ofsted is notified of any change to persons living on the premises (Suitable people) 27/02/2012
- improve knowledge of safeguarding to ensure that the safeguarding policy and procedures are implemented properly where there are concerns about a child's welfare (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the 27/02/2012

- Childcare Register)
- implement a system of observation and assessment so that children's progress can be monitored and activities planned to provide an enjoyable, motivating and challenging learning experience (Organisation).
- 27/02/2012

To improve the early years provision the registered person should:

- carry out regular evacuation drills and record details in a fire log book, including any problems and how they were resolved
- provide children with healthy meals, drinks and snacks and inform parents who provide food what can be stored safely and what is appropriate food content
- implement an effective system of reflective practice and self-evaluation to ensure that the individual needs of all children are met and to improve the quality of provision for all children
- ensure that routines, such as handwashing, are observed consistently to minimise the spread of infection.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate. This is because the provider does not have sufficient understanding of the requirements to enable her to fully protect children; for example, no contact details are available for the local safeguarding children board. The provider is unsure about what changes she must notify Ofsted of, such as changes to persons living on the premises. In addition, the risk assessments are not rigorous and do not address all areas with which children come into contact, such as the electric fire controls. These are specific legal requirements in the Statutory Framework for the Early Years Foundation Stage. The setting is secure and children are not able to leave unnoticed. The childminder has a current paediatric first aid qualification which enables her to administer emergency care for children should an accident occur. However, she does not record details of any fire evacuation drills carried out with the children to ensure they are aware of what to do in an emergency.

Parents are provided with adequate information about their child's care through informal discussion at pick-up and drop-off times. However, there are no opportunities provided for parents to share information about their child's learning as systems to observe, assess and plan for children are lacking. Partnerships with schools that children attend are satisfactory. The self-evaluation has been ineffective and has not identified the weaknesses of the setting accurately. As a result, too little action is taken by the provider to impact positively on children's welfare, learning and development.

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

Children at this setting make satisfactory progress in relation to their individual starting points and capabilities. However, the lack of any system to observe and assess children and share their achievements with parents means that activities are not always challenging or worthwhile, as the childminder does not accurately establish each child's stage of development. As a result, children's individual needs are not consistently recognised in order to support them to make progress in all areas of learning. For example, a child is given a sticker book but is not helped to use it effectively and so becomes disengaged. Children enjoy taking part in child-led learning opportunities and they demonstrate that they are inquisitive and independent learners. For example, a baby enjoys stretching up to grab at toys dangling from a mobile and uses a teething toy with obvious delight.

Parents provide information about their child's individual dietary requirements at the start of the placement and the childminder recognises the need to pay attention to these; for example, a baby has a dairy intolerance and is given appropriate substitutes. Children are provided with snacks and drinks. Some children eat meals which are prepared by the childminder from fresh and nutritious ingredients. However, some children eat food sent by parents which is not always healthy or balanced and does not teach them about leading a healthy lifestyle. Children are encouraged to follow routines, such as washing their hands before snacks, but not always consistently; for example, they wipe their hands after lunch but not before eating. Children have opportunities for fresh air and physical play, both inside and outside of the setting; for example, when walking to and from school or playing in the garden or park. Behaviour is generally good; children show an understanding about rules and boundaries and respond to the childminder's instructions and requests. They are praised for kindness and helpfulness.

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	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:

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:

- take action as specified in the early years section of the report (Arrangements for safeguarding children).

27/02/2012