

Inspection report for early years provision

Unique reference number	EY242688
Inspection date	14/09/2010
Inspector	Glenda Pownall
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.

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Description of the childminding

The childminder registered in 2002. She lives with her husband and three children, who are aged 13, 10 and seven years, in Frieth, near Marlow. The childminder uses most of the ground floor of the house for childminding with bathroom and sleeping facilities provided on the first floor. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The family has a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding four children part time in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children appear happy and at ease in the childminder's care because she is kind and caring towards them. However, missing documentation, poor organisation of resources, and the lack of planning for children's future development means that the children's individual needs are not fully met. There are a significant number of breaches of requirements that impact on children overall safety. The childminder is aware of the need to improve her practice and demonstrates a willingness to make the necessary improvements to meet requirements and improve the quality of care and learning for children.

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:

- implement an effective safeguarding children policy and procedure (Safeguarding and welfare) 28/09/2010
- ensure a current paediatric first aid certificate is held (Suitability of adults) (also applies to both parts of the Childcare Register) 11/10/2010

- 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 (Premises, environment and equipment) 28/09/2010
- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum, including the use of the trampoline, toiletries in the bathroom, the bathroom lock, internal garage door, and trailing wires (Premises, environment & equipment) (also applies to both parts of the Childcare Register) 28/09/2010
- obtain prior written permission for each and every medicine from parents before any medication is given to children, including non-prescription medication and keep written records of all medicines administered to children (Promoting good health) (also applies to both parts of the Childcare Register) 28/09/2010
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 28/09/2010
- ensure that there is a balance of adult-led and freely-chosen activities, delivered through indoor and outdoor play and undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation). 28/09/2010

The effectiveness of leadership and management of the early years provision

There are not effective procedures in place to safeguard children. The childminder does not leave children alone with people who are not vetted. She has some knowledge of child protection but she does not have a clear policy and procedure in place as she is uncertain how to make a referral if she has concerns about a child in her care. There are no written risk assessments in place. The childminder visually inspects the safety of the premises but this does not ensure that all potential hazards are identified and minimised. For example, the internal garage door is not locked, toiletries are accessible to children in the bathroom as is the lock on the door and there are trailing wires across the first floor landing. In addition, the childminder is uncertain if her insurance covers her to use her car in connection with childminding as business use is not recorded on the certificate. She is not aware of the manufacturer's minimum age restriction for the trampoline and younger children are allowed to play on it and more than one at a time. This does not promote the children's safety.

Not all documents required for the safe and efficient management of the childcare

service (in order to meet children's needs and promote their wellbeing) are in place. Only contracted hours rather than the actual times children are in the childminder's care are recorded. The childminder does not have a current paediatric first aid knowledge as her certificate expired six months ago. The childminder does not maintain a written record of consent from parents to administer teething powders or a record of when it was administered. These are all breaches of requirements. After a break of about 12 months, the childminder began providing childcare again earlier this year. She has not undertaken any training to develop her knowledge and understanding of the requirements of the Early Years Foundation Stage. She does not have a system in place to monitor and reflect on her practice. She has implemented a few positive changes with regards to the recommendations raised at the previous inspection but others are carried forward in this report as actions. Therefore, there are currently no effective systems in place to improve outcomes for children.

Resources are stored in a room adjoining the living room with a closed door. This means that resources are not accessible to young children. The childminder selects a few resources for children to share but these are not sufficient to provide variety or to stimulate their play. The childminder finds out about children's welfare needs before they start in order to support continuity of care. The daily dialogue keeps parents informed about children's routines and any activities they participate in. However, parents are not encouraged to be involved in supporting children's progress towards the early learning goals, as the childminder does not plan for children's learning. Partnerships with schools that the children attend are however evolving. The childminder exchanges information about children's care needs with teaching staff. She is attempting to establish effective communication links with the school to support children's individual learning needs.

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

The childminder knows the children's likes and dislikes, and provides a very relaxed environment for children to play in. She has good knowledge of the children's day to day care needs. Children are extremely inquisitive and interested in the world around them. They ask the childminder lots of questions, which she responds to at their level of understanding. She provides further information as children ask for more detail thereby extending their knowledge. For example, how the parasol works, what type of dry food the rabbit eats and what the letters are on the burst balloon. When young children offer a textured book to the childminder she encourages them by asking them how it feels.

Most of the day is free play and for a significant part of their time with the childminder, children have only a few resources to play with. However, children are very good at occupying themselves with what they see around them, such as a ribbon from a balloon. The childminder lacks understanding of the learning and development requirements of the Early Years Foundations stage and so there are

no effective observation, assessment or planning systems in place. This does not ensure that sufficient challenge is provided for each child's individual stage of development or that children's progress is monitored across all areas of learning. For example, when children were able to play with a cash till the childminder did not make a note that one offered a very good explanation of how they knew the difference between metal and plastic coins. I can tell because metal is brighter, I can tell because this one is cold, this one isn't.?

Children are confident in the childminder's care. Even the youngest children readily approach the inspector and 'chats' to her. Children talk freely with the childminder and young children happily snuggle in for a cuddle indicating trusting relationships. Children learn about keeping themselves and other safe. They know to keep the hall door shut to prevent younger children accessing the stairs and learn how to walk safely along single-track roads. However, the weaknesses in leadership and management impact on the children's safety. Children have regular access to the garden and they walk to school and to the local playground. Very young children have plenty of space to move around freely and practice their crawling and walking skills inside.

This develops children's physical skills and understanding of regular exercise as part of a healthy lifestyle. Mealtimes are social occasions with lots of conversation as the children and childminder sit together and eat. Children enjoy healthy meals prepared by the childminder. These include a good variety of fresh fruits including some grown in the childminder's garden.

The childminder's own children are very friendly with minded children. When they arrive home from school they engage children in role-play bringing outfits downstairs for children to use. At this time minded children are able to enjoy dressing up. They take the lead in the play as they give instructions for the cat to follow. Young children delight in the attention the children show and laugh as they are tickled. Children demonstrate awareness of being kind to animals. They gently stroke the rabbit when it is brought indoors and talk gently to it. The childminder takes young children to toddler groups where they are able to develop awareness of other people.

Children appear extremely skillful for their age, particularly with regard to communication and knowledge and understanding of the world. However, the lack of observation and assessment means it is difficult to assess if this is due to input from the childminder or not.

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	4
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	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	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:

- take action as specified in the early years section of the report (Welfare of the children being cared for; Suitability and safety of premises and equipment; Records to be kept) (also applies to the voluntary part of the Childcare Register) 28/09/2010
- keep and implement 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 (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 28/09/2010
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 28/09/2010

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 and the compulsory part of the Childcare Register (Welfare of the children being cared for; Arrangements for safeguarding children; Suitability and safety of premises and equipment; Procedures for dealing with complaints; Records to be kept) (also applies to the voluntary part of the Childcare Register). 28/09/2010