

Inspection report for early years provision

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Inspection date	02/12/2009
Inspector	Melanie Calway
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 2003. She lives with her husband and two children, aged seven and 13, in a village near to King's Lynn, in Norfolk. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family has two dogs, two cats and some chickens.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding five children in this age group. She also offers care to children, aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects and takes children to the local school and pre-school and takes them on occasional outings to the shops and other amenities. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder does not have a sufficient knowledge of the Early Years Foundation Stage (EYFS) and her practice does not ensure that all aspects of children's care, learning and development are successfully promoted and that all requirements of the EYFS are met. Children are happy and settled in the childminders care and a friendly relationship exists with parents, who exchange information on a daily basis about the children's care. The childminder provides a range of appropriate toys but she is not using observation to plan learning experiences which will meet children's individual needs and help them to progress across all the areas of learning. Recommendations from the last inspection have been met but there are no systems in place for the childminder to reflect on her practice or to monitor the quality of the service she provides to enable her to improve.

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:

- improve knowledge and understanding of the Early Years Foundation Stage (EYFS) so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational 31/03/2010)

- programmes)
- develop the educational programme by making systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities and plan relevant and motivating experiences for each child (Educational programmes) 31/03/2010
- implement an effective safeguarding policy which includes the procedure to be followed in the event of an allegation being made against the provider or members of the household (Safeguarding and promoting children's welfare) 07/01/2010
- develop effective systems to ensure that the individual needs of all children are met, with particular reference to establishing systems for self-evaluation (Organistaion) 31/03/2010
- identify in the risk assessment all aspects of the environment that need to be checked on a regular basis, maintain a record of these aspects and when and by whom they have been checked (Suitable premises, environment and equipment). 07/01/2010

To improve the early years provision the registered person should:

- improve the partnership with parents by maintaining a regular two-way flow of information regarding children's learning and development
- update the record of risk assessment to include an assessment for each type of outing.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures, to protect children from the risk of abuse or neglect, are not fully effective. The childminder is clear about her responsibilities to refer any concerns she may have about children's welfare. She has all the necessary information to be able to do so and has completed relevant training. She and her household have the necessary checks to ensure that they are suitable to work with children. However, there are no procedures in place to follow in the event of an allegation being made against herself and no written policy to share her responsibilities, regarding safeguarding, with parents. Children are cared for in a safe and secure environment. The childminder checks her house before children come and safety measures, such as door stoppers and safety gates are in place to protect children. Children are well supervised and the childminder works at times with her husband as an assistant, which enables her to give plenty of attention to the children in her care. She has started to maintain a record of risk assessment to show how hazards are minimised but this does not include all areas, for example, it does not include the outside area or take into account everything children may come into contact with, such as pets. Children are kept safe on outings as the childminder considers safety issues when going out and talks to children about

road safety. However she has not included an assessment for each type of outing in her record of risk assessment. Children are protected from the risk of fire as the childminder practises an evacuation with them so that they understand what to do in the event of a fire or emergency.

The childminder has insufficient knowledge of the EYFS and so is not able to implement all of its requirements. She is not using observation of children's development to plan activities, geared to their individual needs, which provide them with appropriate challenges. The childminder has met the recommendations from the last inspection which has resulted in some improvements. She accesses training when able but there are no systems in place for her to reflect on her practice so that she can identify her strengths and areas for development to ensure that she is meeting the requirements of the EYFS. As a result the capacity for continuous improvement is limited. The childminder has a range of appropriate resources which she alternates for variety. Children can select toys which are stored in the conservatory and are easily accessible. The childminder gathers sufficient information about children's needs and care routines to be able to care for them appropriately. Children have formed positive relationships with the childminder who is warm and affectionate. They play together well and respect each other's differences. The childminder shares information about individual children with other providers when they attend other settings and is establishing systems to develop this further. The childminder has a relaxed and friendly relationship with parents and a regular exchange of information takes place about children's care. Some policies and procedures have been developed to share information with parents about the service and the necessary consents and permissions are in place so that children can be cared for in line with parents' wishes. However, the two-way exchange of information regarding children's learning and development is limited.

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

Children's learning and development is not effectively promoted because the childminder does not have sufficient knowledge of the EYFS and is not using observation to plan and provide for their individual learning. As a result, she is not identifying how to help them to progress and provide them with challenging learning experiences across all the areas of learning. Children are settled and content in her care and have built up good relationships with her and her assistant. They play with small world figures and play food and the childminder chats to them and interacts to maintain their interest. They experiment with crayons and select toys freely. On some days they use the small patio and garden for messy play and ride on toys. The childminder knows the children in her care very well and is aware of any particular interests they may have or what they like to do. Although she provides broadly balanced activities she has no plans to ensure that her activities cover all areas of development or that they are helping children to progress.

Children's health is promoted satisfactorily. Documentation such as accident and medicine records are completed accurately. Medicines are stored safely out of the

reach of children. The childminder obtains sufficient information on children's contracts to be able to meet their health needs or any special requirements. The childminder has a current first aid certificate to enable her to deal with minor injuries. The home is clean and well maintained. Children are encouraged to wash their hands before eating and after using the toilet and so are learning about good hygiene. Nappies are dealt with appropriately. Individual towels are provided to minimise the risk of cross-infection. Children benefit from some active play when they play in the garden or visit the park, although the garden is better used in the summer months. Parents provide packed lunches and children are encouraged to eat their sandwiches first. Some discussion takes place with children about why some foods are better for us to enable them to begin to learn about living a healthy lifestyle. A travel cot is available for children to sleep in comfort. Children learn how to keep themselves safe as the childminder discusses safety issues with them, for example, she discusses road safety when they are out and about. While they are playing she reminds them to play carefully in case they hurt themselves. Children behave well in the childminder's care and are learning to play together and develop good manners. Although they are provided with appropriate toys their individual development is not planned for and so they are not provided with challenging learning experiences to help them to develop skills for the future.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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	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	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:

- 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). 07/01/2010

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 stated in the compulsory part of the Childcare Register (Arrangements for safeguarding children). 07/01/2010