

Inspection report for early years provision

Unique reference number	EY330413
Inspection date	19/03/2009
Inspector	Cynthia Walker
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 in 2006. She lives with her husband and child aged one year in Cross Roads near Keighley, close to shops, the park and the school. The childminder uses the ground floor which includes the playroom, quiet room and dining area for childminding. Children access the first floor to use the bathroom. There is a fully enclosed garden available for outside play. The childminder regularly attends a local parent and toddler group. She takes and collects children from the local 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 two may be in the early year's age range. When working with an assistant she may care for a maximum of five children under eight years at any one time, of whom three may be in the early years age range. She is currently minding four children in this age group. She also offers care to three children aged over five years to eleven years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and has completed the 'Children Come First' quality assurance scheme. The childminder holds a National Diploma in Childhood Studies and is a member of the local childminding support group.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder is not meeting specific legal requirements by not complying with her conditions of registration which impacts on children's welfare. Children enjoy their time with the childminder and learning opportunities meet all the children's needs and keep them actively engaged. The childminder actively works with parents and carers to ensure the needs of all children are met by valuing each child as a unique individual. Appropriate procedures are in place to evaluate her provision for welfare, learning and development and priorities for future improvement have been identified.

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:

- must meet the adult:child ratios at all times(Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register)

19/03/2009

To improve the early years provision the registered person should:

- review the safeguarding children policy to include a procedure to follow in the event of an allegation being made against the provider.

The leadership and management of the early years provision

The childminder is effectively maintaining most of the documentation which is required for the management of her provision. However, the childminder is caring for children under one year which is not reflected under the requirements outlined in her registration certificate, therefore she is in breach of her conditions of registration.

A comprehensive range of policies and procedures are clearly displayed with other supporting documentation in well presented professional files. Detailed risk assessments ensure effective actions are taken to manage and eliminate risks to children in her home and on outings. The childminder has an appropriate understanding of her strengths and weaknesses and has identified her future targets which include providing a wider range of activities and to increase children's understanding of health issues. Regular visits from the local authority advisor enable the childminder to review her practice and monitor the quality of her provision. She has a positive attitude to her own professional development and has attended a variety of training courses. The childminder has attended child protection training and has an appropriate understanding of child protection which enables her to safeguard the children in her care. However, her policy on child protection does not include the procedures to follow in the event of an allegation being made against the childminder.

Parents and carers receive effective information about the care and learning the childminder provides which includes individual copies of her policies and procedures. Interesting displays which highlight the activities the children have been involved in and regular newsletters ensures information is updated. They receive information about their children's progress and achievements verbally on a daily basis and by accessing the assessment records every term.

The quality and standards of the early years provision

The childminder has a sound knowledge of learning and development requirements and confidently enables children to become active learners. The children's assessment files include observations, photographs of their involvement in activities and examples of artwork. The childminder evaluates what has been observed every term and identifies what she needs to plan and provide to support the children's future learning needs, for example, reinforcing colour and number recognition. She identifies the toys and resources which are made available to children every week whilst incorporating some identified themes on a monthly basis. The childminder ensures that the activities suitably challenge their learning and help them progress. There is an appropriate balance of adult and child-led activities both inside and outdoors. The creative organisation of her home encourages purposeful play and exploration which enables children to make

independent choices and be active in instigating their own play and learning.

The childminder and her assistant sensitively support the children's learning as they listen and skilfully interact with children during activities, for example, encouraging young children to identify animals or discussing the colours of the flowers they had seen that morning. Children concentrate well as they listen with fascination to simple stories and become involved with the narrative as the childminder questions, 'what's hiding here' or 'what noise do they make'. The introduction of a large cardboard box stimulates their imagination as they crawl inside to hide and decorate the sides whilst playing outdoors using crayons to make marks for windows. Children complete interesting rubbings of the paving stones whilst outdoors and there is an interesting range of creativity recorded in the observational folders. Younger children enjoy the freedom of exploring and investigating the good range of resources available especially the small world figures. Interesting photographs highlight the children's visits which extend their knowledge and experience, for example, examining snakes and lizards, going strawberry picking, feeding animals and visiting the railway museum.

The childminder has developed a caring relationship with the children, although some welfare requirements are not being met. Children confidently identify the figure of the lollipop lady and clearly explain that you have to stop, look and listen when you are crossing the road. Explanations from the childminder on the dangers of smaller toys for younger children reinforce their understanding of danger and how to maintain safety. Children have been involved in planning the menu which includes a variety of fruit and vegetables and encourages children to make healthy choices about what they eat. Regular access to the outdoor area and visits to the park encourages children to be active as they chase each other around or negotiate the slide. Children behave well in response to the calm and consistent response from the childminder as she encourages them to take turns and share resources at activities, for example ensuring all children have plastic cups to squirt water in. The childminder ensures that her home is well resourced, safe and secure.

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?	2
The capacity of the provision to maintain continuous improvement.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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:

- take action as specified in the early years section of the report(CR1) 19/03/2009

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:

- take action as specified in the early years section of the report(CR1) 19/03/2009