

Inspection report for early years provision

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Inspection date	19/05/2010
Inspector	Jo Rowley
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 registered in 2006. She lives with her husband and two children aged 10 and 18 years in Letchworth, Hertfordshire, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childminding and there is a first floor bedroom for children requiring a sleep. Children have access to a fully enclosed garden for outside play. The family has no pets.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding three children in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder supports some aspects of children's welfare, for example, she ensures that children have regular opportunities for outside activities. However, children's individual needs are not being met effectively because the Early Years Foundation Stage framework has not been implemented by the childminder and children are not receiving the support required to fulfil their potential. The safety and well-being of children is compromised because the childminder has failed to maintain a first aid certificate. Children are valued as individuals and the childminder has a general knowledge of each child's backgrounds. The childminder demonstrates a lack of self-evaluation to evaluate the setting for children's welfare, learning and development. Areas for improvement are not identified accurately and little action is taken to secure their future development.

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:

- gain knowledge and understanding of the Early Years Foundation Stage learning and development requirements 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 (Early Learning Goals) 16/06/2010

- ensure that a paediatric first aid course is completed (Safeguarding and promoting children's welfare). (Also applies to the compulsory and voluntary part of the Childcare Register) 16/06/2010
- carry out a risk assessment for each type of outing that children take part in (Safeguarding and promoting children's welfare) 16/06/2010
- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify the next steps in their learning (Learning and development) 16/06/2010
- ensure that the areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities to meet their individual needs. (Learning and development). 16/06/2010

To improve the early years provision the registered person should:

- promote a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Children's progress in their learning and development is insufficiently monitored and the arrangements to ensure that children's welfare is promoted is weak. The childminder demonstrates some understanding of the importance of safeguarding children, however, although she has a written policy and some information in place, such as the Local Safeguarding Children Board documents, she has a lack of understanding as to how to protect children effectively. For example, risk assessments are not completed for each type of outing that children take part in and the childminder has not maintained a suitable first aid certificate, compromising children's health and safety. Both of these are breaches of specific legal requirements.

Overall, policies and procedures are in place and shared with parents to keep them fully informed and promote the welfare of children. The childminder has a positive relationship with parents, for example, information about their children's day to day well-being is shared through a regular exchange of verbal information. However, the views of parents, carers and children, are rarely sought or used in any form of planning, therefore, they are not meaningfully involved in promoting children's welfare.

The childminder has not carried out a self evaluation of her practice to bring about improvements in children's learning and development. The educational provision is weak because there is no structure to planning, observation or assessment and the childminder has an insufficient knowledge and understanding of the Early Years framework. Resources are appropriate for the ages and stages of children

attending but these are not used in a meaningful way to ensure that goals in children's learning and development are achieved consistently.

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

The childminder's knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage framework is inadequate. The specific requirements, as set out in the Framework, are not being met, which has a significant impact on children's progress. All children, regardless of their culture, background and gender, are welcomed into the setting. However, the childminder does not have a clear enough understanding of the children's individual needs, because observations are not carried out to monitor children's progress and therefore, not linked to the Early Years Foundation Stage or the early learning goals. Evidence to identify if children are achieving and progressing in their learning and development is weak. Therefore, although some outcomes relating to children's progress such as their understanding of keeping themselves safe and being healthy, in relation to their starting points, are satisfactory their progress towards the early learning goals is inadequate.

The lack of appropriate planning restricts children from receiving challenging experiences across all areas of learning. Observations and assessments are not completed to influence planning or to assist with the development of each child's next steps in learning. This means that children's progression through the Early Years Foundation Stage is compromised. Children are beginning to form positive relationships and show an interest in the activities offered to them. For example, they are encouraged to identify colours and shapes as they play with shape sorters. The childminder supports the children with praise and encouragement as they play and their language development is encouraged as they share books and are encouraged to join in with stories and music. Children have fresh air and exercise through regular opportunities for visiting the park and local toddler groups.

Children are helped to understand the importance of adopting healthy habits and hygiene practices such as appropriate hand-washing and healthy eating. They have opportunities to socialise with other children at local groups and the park and their independence is encouraged as they generally access resources freely and make choices. Children are settled, happy and secure in the setting, and they display a sense of belonging, confidence and self-esteem. However, the childminder does not monitor their progress or plan appropriate activities for their individual stages of development to build on what they already know, therefore they are not making progress in all areas of their learning.

The childminder has some information about different celebrations and festivals around the world, but little evidence to show how this is included in activities for the children to raise their awareness of the wider world. Children have very few opportunities to find out about and identify the uses of everyday technology to assist them with the skills they will need in the future. Children learn about road safety whilst out on their daily walks and the childminder encourages fire safety

awareness as they take part in regular emergency evacuation drills, however, the weaknesses in meeting the welfare requirements impacts on the children's learning about keeping themselves safe.

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	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	4
The effectiveness of the setting's engagement with parents and carers	4

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	4
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 part of the report (Welfare of the children being cared for). 16/06/2010

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 part of the report (Welfare of the children being cared for). 16/06/2010