

Inspection report for early years provision

Unique reference number	EY361119
Inspection date	10/03/2009
Inspector	Andrea Ewer
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2007 and is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children up to the age of eight years. She is currently caring for two children in the early years age range before and after school and she cares for older children.

The childminder lives with her husband and one child aged four years in Northampton. Care is provided on the ground floor of the childminder's house and there is a fully enclosed garden for outside play.

She is able to walk to local schools to take and collect children. The family has one cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder's practice is not fully inclusive as some children's individual needs are not met well enough, and information obtained about children when they start with the childminder, is not always used effectively to plan and provide suitable care and play experiences to help them progress in their learning and development. Children are, however, cared for in a homely environment and have access to a suitable range of resources and activities that meets their play and development needs overall. The generally effective partnerships with parents means information about children is shared regularly and promotes consistent care. She is beginning to develop partnerships with others who are involved in delivering the Early Years Foundation Stage to children in her care. The childminder has not developed systems to monitor and evaluate her setting and has failed to identify a number of significant weaknesses in promoting outcomes 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:

- ensure that every child is included and not disadvantaged because of culture, religion, home language or gender by developing effective systems to promote equality of opportunity and anti-discriminatory practice (Organisation) 31/03/2009
- develop strategies used to manage children's behaviour, taking into account their age, stage of development and particular individual needs 31/03/2009

- (Safeguarding and promoting children's welfare)
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation)

31/03/2009

To improve the early years provision the registered person should:

- develop observational assessment in order to establish where each child is in their learning, where they need to go, and the most effective practice to support them in getting there.
- develop the use of self-evaluation to clearly identify strengths and priorities for development to improve outcomes for all children
- develop the risk assessment to cover anything with which a child may come into contact with, in particular outings and the missing fence panel in the garden
- improve children's safety by carrying out regular fire evacuation drills and record details in a fire log book, including details of any problems encountered and how they were resolved

The leadership and management of the early years provision

The insufficient attention given to planning for individual children means that inclusive practice is not promoted for all children. Some information is obtained about children when they start, however, it is not always fully explored to support the childminder to provide appropriate care, learning or development opportunities for some children. Little account is taken of the difference between boys and girls or individual children's learning styles and not enough is done to help children respect each other or take account of their similarities and differences. As a result some children's individual needs are not met. Children do, however, freely access some resources that help them appreciate diversity such as interactive posters in other languages, dual language books and small world toys. The childminder has satisfactory partnerships with parents and has made some efforts to extend partnerships with the school and nursery, children in her care attend. Information about children's welfare is shared regularly and promotes consistent care.

Overall effective measures are in place to promote children's safety. Space is well-organised and allows children to move around freely as they participate in a range of well-spread activities. The written risk assessment clearly identifies potential hazards in the home and any action taken to minimise them. The risk assessment does not cover everything with which a child may come into contact with, in particular in the garden where a fence panel is missing, during outings and fire drills are not practised. The childminder has a satisfactory understanding of the signs and symptoms of child abuse and her role in protecting them from harm.

Some written policies and procedures and most records required for the safe and efficient management of the setting are in place and well maintained. The childminder does not yet have a system in place to monitor and evaluate her

provision to identify what is being done well and priorities for development to improve outcomes for children.

The quality and standards of the early years provision

Although most children enjoy their time with the childminder, she does not observe or assess their progress towards the early learning goals to provide a clear understanding of their needs and support her to plan for individuals. Subsequently, some children are not always fully engaged in activities and their learning and development needs are not always met. At times, this results in unwanted behaviour and strategies used to manage their behaviour are not effective in helping children to improve. Children are, however, reminded to use good manners.

Furniture, equipment and resources are clean, suitable for their purpose and organised to promote children's independence. Regular daily routines help children feel secure and meets the needs of children as a group. They watch children's programmes on the television to relax after a busy day at school and have a snack before choosing which activity to join. The childminder informally plans some activities that most children enjoy, however, she does not monitor planning to ensure that children have access to activities across the six areas of learning. Physical and creative development is promoted very well, however, less attention is given to problem solving, reasoning and numeracy. Children regularly participate in craft activities where they develop their creativity and follow instructions, with support from the childminder, as they make objects, such as a horse using a range of materials. They enjoy guessing games as they smell the chopped fruit and learn about fruit from other countries such as mangoes. Children readily access the wide range of books which they look at for enjoyment and the childminder often reads to younger children.

Overall children's good health is promoted well. They enjoy regular visits to the local park where they benefit from fresh air and energetic outdoor play which helps to develop their physical skills. Good hygiene standards are maintained throughout the childminder's home and generally effective procedures are in place to prevent the spread of infection. Children choose from a range of nutritious snacks that meets their individual dietary needs such as ham sandwiches with cheese, grapes, yoghurt and a drink.

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?	4
The capacity of the provision to maintain continuous improvement.	3

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?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.