

Inspection report for early years provision

Unique reference number	EY380177
Inspection date	23/09/2010
Inspector	Jenny Read
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

Childminder has been registered since 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with teenage son and eight year old daughter close to Cheltenham town. The ground floor of the house is available for the childminding with one upstairs bedroom available for sleeping. The main areas used include the open-plan sitting room and dining area, kitchen and downstairs bathroom facilities. There is an enclosed rear garden with grass and patio areas for outdoor play. The family have a pet cat and rabbit.

The childminder may provide care for a maximum of five children under eight years. She currently cares for one child in the early years age group on a full-time basis all year round. She provides before- and after-school care and holiday care for two children in the later years age group. Additional care is provided for one child over eight years before and after school during school term times only. The childminder holds the Diploma in Home-based Childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminders' knowledge of the learning and development and welfare requirements and guidance is inadequate. A number of the specific requirements which have an impact on the children are not met because systems are weak, limiting the childminders' capacity to maintain continuous improvement. Some records are not complete and knowledge and implementation of some policies and procedures is inadequate to safeguard children's welfare. Whilst children are happy and play is child led, the childminder does not have a clear understanding of the children's needs because observations are not completed to monitor children's progress and to plan appropriate, challenging activities. The partnerships with parents is friendly enabling the childminder to gain valuable information about children's cultural backgrounds.

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:

- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 29/10/2010

- extend knowledge and understanding of the safeguarding policy and procedure, including the procedure to be followed in the event of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises to safeguard and promote the welfare of children (Safeguarding and promoting children's welfare) 08/10/2010
- ensure necessary information is obtained from all parents in advance of a child being admitted to the provision, including emergency contacts and information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 15/10/2010
- ensure records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children, are well maintained including: a record of accidents and first aid treatment and visitors record (Documentation) (also applies to both parts of the Childcare Register) 08/10/2010
- increase knowledge and understanding of the importance of maintaining a regular two-way flow of information between providers and the records necessary to do this to promote consistency in children's care and learning (Safeguarding and promoting children's welfare) 29/10/2010
- conduct a risk assessment and review it regularly. Ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 08/10/2010
- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis: providers must maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 26/11/2010
- 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) 26/11/2010
- ensure Ofsted is notified of the particulars of any significant event that may affect the registration (Suitable people) (also applies to both parts of the Childcare Register) 08/10/2010

To improve the early years provision the registered person should:

- extend the range of creative activities and sensory experiences for the younger children to enable them to explore texture and different media

- increase knowledge and understanding of the importance of maintaining a regular two-way flow of information between providers and the records necessary to do this to promote consistency in children's care and learning

The effectiveness of leadership and management of the early years provision

Children's welfare is put at risk because target setting is not effective to drive and secure improvements. The childminder lacks relevant information about the quality of the provision, meaning implementation of policies are inconsistent, planning is weak and whilst she is committed to the children, she lacks confidence and direction to improve outcomes for children. The childminder demonstrates weak knowledge of safeguarding policies and the procedures to follow with any concerns to safeguard or promote children's welfare. The premises are generally secure and suitable safety measures are in place to help keep children safe. Whilst the childminder is vigilant of safety issues and has a record of risk assessment which contains basic detail, these are not robust or regularly reviewed to reflect current changes inside, outside and on outings.

Self-evaluation is not inclusive of children and parents and gathering of analysis through completion of the Gloucestershire Self Evaluation quality checks tick sheet, fails to accurately identify any issues. Findings from quality checks completed by the Local Authority accurately identify many strengths and weaknesses. However, action taken is uneven because lack of understanding about what is required and superficial monitoring, has meant improvements have had too little impact on children's welfare and their learning and development.

Children use the indoor play space well and benefit from generally good access to an extensive range of toys, games and play materials appropriate for their age to support their learning and development. However, access to natural objects, sensory toys and activities, and resources that reflect positive images of other cultures, are limited. Whilst the childminder channels her efforts to good effect by engaging purposefully in children's play, systems for observation, assessment and planning are not in place meaning the planning of activities is not founded on robust evidence tackling key areas of weakness and next steps. The childminder has a generally good knowledge of each child's background and is proactive in recording and learning key words in children's home language. This values children's culture and promotes their sense of belonging.

The childminder has a generally positive relationship with parents. There is a regular exchange of information with parents through: notices displayed in the entrance hall, including four-weekly menu plans; daily discussion at the beginning and end of the day, and the written daily diary. This includes a short summary of their children's day with photographs and general care issues, providing parents with adequate information about their children's well-being. The childminder seeks and takes account of the views of parents, keeping them abreast of the main events and important issues regarding their children's general care. However, the childminder demonstrates no awareness of how to link and share information with other providers delivering the Early Years Foundation Stage to promote the

learning and well-being for the children.

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

The children are broadly content and curious. They explore the broad range of toys, appropriate for their age, selecting favourite play items for themselves from the large toy box. The childminder is positive in her approach to the children, narrating their play and modelling new play ideas to encourage their learning. However, inadequate tracking of children's progress and learning through sensitive observation and individual, up-to-date assessment that help inform children's next steps and planning, means knowledge of children's achievements and where they are at in their learning is not available to provide effective support and challenge. As a result, children's progress across all the areas of learning is hindered, restricting them from building effectively on what they already know and can do. However, daily activities are mostly flexible, allowing the children to lead the play, such as picking up the crayons. The childminder promptly sets out paper and the crayons, enabling the children to begin to make marks and develop fine motor skills, readily supporting their interests.

The childminder responds generally well to children's sounds, gestures and early language, naming and questioning and introducing new language. This is encouraging the younger children and those who speak English as an additional language to say new words, such as 'Rosie' and 'shut'. The children happily dance and wave their arms in excitement as they listen to the music, beginning to copy the childminder clapping. Whilst children have fun pressing the buttons on the guitar and various electronic and cause and effect toys, younger children have limited opportunities to investigate natural objects and to explore different media and materials using a range of senses. This restricts younger children's experiences. Children are beginning to form positive relationships and display a strong sense of belonging. Whilst children are developing some problem solving skills as they work out how to put the lid on the bricks box, there are few planned activities or experiences that help the children gain understanding about diversity and other cultures.

Children's health, physical and dietary needs are adequately met. The premises are reasonably clean and use of individual hand towels for older children minimises the spread of infection. Children learn from a young age appropriate hand washing routines, such as before meal times, and well positioned posters help provide children with sensitive reminders. Younger children are offered sufficient drinks to ensure they keep hydrated and benefit from a wide range of healthy, balanced snacks and meals. Children benefit from regular walks, although access to the garden for younger children is restricted, with few activities planned outside. Children are starting to develop a sense of security and confidence within the setting due to generally good interaction. Use of reins, appropriate car seats and ensuring children are strapped into the buggy when out walking, helps keep children safe. Occasional explanations about safe play and practise of the escape

plan, helps raise children's awareness of safety issues.

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	3
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	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 (Suitability and Safety of Premises and Equipment) 08/10/2010

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 (Records to be kept) 08/10/2010