

Inspection report for early years provision

Unique reference number	EY388289
Inspection date	19/10/2009
Inspector	Diane Ashplant
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives in an inner-city area of Birmingham with her husband and three children aged 12, six and four years. The whole ground floor of the childminder's house as well as the bathroom and a bedroom on the first floor are used for childminding purposes. There is an enclosed section of the back garden near the house available for outdoor play. The childminder is registered to care for a maximum of four children under eight years at any one time and is currently looking after one child in the early years age range after school. The childminder is also registered by Ofsted on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Although the childminder has only recently started to childmind she has not yet developed a clear understanding of all the requirements of the Early Years Foundation Stage (EYFS) which means children's welfare, learning and development is not always sufficiently supported. She provides a welcoming, inclusive environment where children settle well. However, they are not fully safeguarded as not all information is taken to ensure their individual needs are met and not all required documentation is in place. The childminder offers a friendly and approachable service for parents but her links with other early years settings are not yet developed. She has attended the required training to support her own development but has not yet established a system of self-evaluation to identify areas for continuous improvement and support better 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 necessary information is gained from parents in advance of a child being admitted to the provision; this relates particularly to emergency contact numbers, information about who has legal contact and parental responsibility for the child and parental consent to the seeking of emergency medical advice or treatment (Safeguarding and promoting children's welfare) 05/11/2009
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation)(also applies to the 05/11/2009

- compulsory part of the Childcare Register)
- conduct a risk assessment which must identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)(also applies to the compulsory part of the Childcare Register) 05/11/2009
- ensure all areas of learning and development are delivered through enjoyable and challenging experiences that are tailored to meet children's individual needs with a balance of adult-led and child-initiated activities (Organisation) 19/11/2009
- implement a system for monitoring and evaluating the provision to identify strengths and prioritise development that will improve the quality of the provision for all children (Organisation). 05/11/2009
- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation). 05/11/2009

To improve the early years provision the registered person should:

- develop further systems for maintaining a regular two-way flow of information with parents and between other early years providers.

The effectiveness of leadership and management of the early years provision

Children are not sufficiently safeguarded as the childminder does not take all the necessary information to ensure their individual needs are appropriately met. For example, parental consent to act in an emergency is not in place and there are no emergency contact details taken or discussion about legal contact and parental responsibility. The childminder understands her role in protecting children from harm and neglect and how to pass on concerns appropriately. She has effective procedures in place to ensure all adults in the household are suitable to be around children. Although children are cared for in a reasonably safe environment there are no effective systems for the monitoring and reviewing of risks which also cover all aspects of the children's day such as school collection. The childminder is not aware of all the required records to support the efficient management of her childminding business so that, for example, an attendance register is not in place which may compromise children's safety.

The childminder helps children settle into her home by establishing a friendly partnership with parents and sharing information on an informal basis about her childminding and the children's day. However, not all appropriate information is taken at the start about the children and there is no effective system for sharing, for example, policies and procedures with parents. There is a limited exchange of information about the children's progress which means parents are not fully

involved in their learning and development. The childminder is aware of the benefits of making links with other early years settings but these are not yet developed to support children's learning.

Children settle and engage well with the childminder and other family members and are free to choose from a small range of resources. The childminder does respond to children's questions to develop their understanding of the wider world and has initiated some activities around this such as henna hand painting. The childminder has attended the required training since registration and shows a willingness to attend other courses to support continuous development. However, she does not yet have sufficient understanding of the EYFS to be able to properly reflect on her practice or consider systems to do this.

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

Children are not making sufficient progress in their learning and development as the childminder does not yet have a secure understanding of the requirements of the EYFS. Although they settle well and relax after school in this family environment where they have an easy relationship with the childminder and with other family members there are limited opportunities to challenge or engage them. They have easy access to a small selection of resources which are stored in boxes in the front room although the selection does not fully support all areas of learning and opportunities to maximise their interest and learning are not routinely used. All children are valued and treated with equal concern and any specific requirement such as dietary preferences are respected. The childminder does engage children in conversation to develop their communication skills and provides opportunities for creative activities like drawing or dressing up. She responds to their questions and sometimes plans activities around their interests. She provides easy access to the outdoor play area where they have some opportunities for physical play. However, there are no real systems in place for observing or monitoring their progress which means children's individual needs and development are not fully supported.

Children are learning to play well together and to share toys as they respond to the guidelines in place. They know to respect each other and show an interest in the practices of other cultures which the childminder extends through discussion and offering activities to support this. Although the childminder does not have any experience of caring for children with special educational needs or disabilities she demonstrates an open attitude and will seek appropriate information from parents.

Children are learning about healthy lifestyles through a choice of food which includes healthy options such as fresh fruit. They have opportunities for walking and playing outside to develop their physical skills and are learning about infection control by carrying out daily routines like hand washing. Children are developing an awareness of their own safety as they listen to the childminder's reminders about walking safely in traffic or crossing the road. They move confidently around the play area where most hazards have been appropriately addressed and access toys of their choice.

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	4
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	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 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:

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|---|------------|
| • take action as specified in the early years section of the report (Providing information for parents) | 05/11/2009 |
| • take action as specified in the early years section of the report (Records to be kept) | 05/11/2009 |
| • take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). | 05/11/2009 |
| • ensure copies of the written statements of safeguarding procedures and complaints procedures are made available to parents (Providing information to parents) | 05/11/2009 |