

Inspection report for early years provision

Unique reference number	EY389815
Inspection date	16/06/2010
Inspector	Jacqueline West
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 was registered in 2009. She lives with her husband and two children aged nine and 13 years and one adult child. They live in the residential area of Jarrow in South Tyneside. The whole of the ground floor and the bathroom on the first floor of the childminder's home are used for childminding. The childminder cares for children each weekday from 7am to 6pm for 48 weeks of the year. The family has a tortoise and a dog as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding two children in this age group. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is available to collect children from the local school and attend local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has a warm and caring nature, which results in all children and their parents feeling welcome. She demonstrates a positive attitude towards providing an inclusive environment. Systems for planning activities and monitoring progress are being developed. Children are provided with a satisfactory range of activities to support their learning and development. The childminder does not have a clear understanding of the Early Years Foundation Stage, which has resulted in her not meeting a number of requirements. Systems to reflect on the childcare provision and target areas for improvement are inadequate.

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 a current paediatric first aid certificate is in place (Qualifications, training, knowledge and skills) (also applies to the compulsory part of the Childcare Register) | 02/07/2010 |
| • ensure the premises, both indoors and outdoors, are safe and secure (Safeguarding and promoting children's welfare). | 02/07/2010 |

To improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips.
- take necessary steps to safeguard and promote the welfare of children, with particular reference to ensuring the complaints and safeguarding procedures are up-to-date and include Ofsted's contact details
- develop procedures to promote reflective practice and self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable understanding of her role with regard to safeguarding children and the procedures to follow if she has any concerns about children's welfare. A satisfactory range of policies and procedures are in place that generally reflect the provision. However, not all are up-to-date. For example, the contact details on the complaints and safeguarding procedures are incorrect. This means a parent may not be aware of how to contact Ofsted should they need to. The childminder ensures that children are kept safe on outings as she implements safe procedures, such as holding hands and parental consent forms. However, outings are not incorporated into her record of risk assessment, which has a negative impact on their effectiveness. The premises are not secure; intruders may access the home without the childminder's knowledge. This is a breach of a requirement. Consequently, children are at risk. Appropriate use has been made of the available space. The toys and resources are stored in a box at child height to promote free choice and independence.

The childminder has developed positive relationships with parents. Clear induction procedures are in place and include sufficient visits to ensure children settle well into the childminder's home. Satisfactory systems are in place to gather relevant information about children's welfare needs, for example, dietary and medical requirements. The childminder provides parents with regular information about their child's care and learning through discussion. She has begun to develop procedures to share information with other providers to ensure continuity for children. However, these are not yet fully developed.

The childminder has no systems in place to evaluate the care and education she provides. She recognises her strengths as interacting well with the children. However, she does not have a clear understanding of the process to improve the quality of the service she offers. She has not ensured continuous improvement of her practice and consequently, does not hold a current first aid certificate, which is a breach of requirements. This has a negative impact on children's safety and well-being.

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

Children are happy and settled in the childminder's care and close relationships have been formed. The childminder provides a satisfactory range of activities which adequately cover all areas of learning. Individual files capture activities the children enjoy. Supporting written information includes next steps for learning. However, the childminder is not yet fully secure on how to link this to future planning. A suitable balance of child-centred and adult-led experiences ensures appropriate challenge for children's ages and stages of development. The childminder's suitable approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a suitable selection of resources. The childminder implements appropriate behaviour management strategies, for example, through sensitive explanations and positive praise and encouragement. Consequently, children develop an understanding of the needs of others. This is supported by a written policy that is shared with parents.

The childminder knows the children well. She has a clear understanding of the progress the children have made. For example, younger children's independence skills develop considerably as they drink from a cup, feed themselves and take off their own shoes. Children are sociable and happy to engage in regular conversation, either through discussion or with the use of hand gestures, cuddles and smiles. Everyday activities, such as counting when climbing the stairs and experimenting with how many objects can fit into a bag, promote children's counting and problem solving skills. Children develop an understanding of the world around them as they enjoy regular outings and have the opportunity to dig in the garden and discuss their findings. Children's creative skills are suitably promoted as they engage in water play when washing dishes. Access to programmable toys helps children begin to develop skills for the future.

Children are cared for in a comfortable and well maintained environment. Children's health is promoted well. A well-balanced diet is provided, along with regular drinks. This ensures they are hydrated and promotes their well-being. Children develop and test their physical skills as they regularly visit the local park where they are able to enjoy the freedom to run around and test out their skills using the climbing frame and swings. Children are active or restful through choice and babies sleep in line with their individual needs and parents' wishes. A clear sickness policy offers parents information about infectious diseases, ensuring children are not placed at risk of spreading illness. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up-to-date. These positively safeguard children's well-being.

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	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	3
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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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 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 (Qualifications and training) 02/07/2010
- ensure that no one can enter the premises without the knowledge of the person who is caring for children on the premises (Suitability and Safety of Premises and Equipment). 02/07/2010