

Inspection report for early years provision

Unique reference number	EY392312
Inspection date	01/12/2009
Inspector	Victoria Gail Halliwell
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 was registered in 2009. She lives with her partner, three adult children and child aged two years on a large residential estate in Atherton, Manchester, close to shops, parks and public transport links. The ground floor of the childminder's house is used for childminding and toilet facilities are located on the ground floor. There is an enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom, no more than two may be in the early years age range. She is currently caring for five children in this age group, some attending on a part-time basis. She also offers care to children aged from five to eleven years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is available to provide care each weekday on a full-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder's knowledge and understanding of the statutory framework for the Early Years Foundation Stage (EYFS) is inadequate. Attention to some written records is poor, consequently, several specific legal requirements are not being met, which compromises children's safety and wellbeing. Children are forming attachments with the childminder who responds appropriately to meet their physical needs but on occasions too little is done to promote children's emotional wellbeing. The childminder is well resourced and children are suitably occupied by a range of developmentally appropriate play materials. However, children's ability to make progress in their learning and development is restricted because the childminder does not know enough about children's individual capabilities and does not effectively promote the next steps in children's learning. Partnerships are not sufficiently developed and there are no systems in place to monitor the effectiveness of the provision or identify areas for future improvement.

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:

- obtain necessary information from parents in advance of child being admitted to the provision, including special dietary requirements, preferences or food allergies and health requirements (Safeguarding and welfare) 23/12/2009

- increase knowledge and understanding of the requirements relating to complaints and provide parents with details of the procedure to be followed if they have a complaint (Safeguarding and welfare) 23/12/2009
- keep a record of accidents and first aid treatment (Promoting good health) 23/12/2009
- implement an effective system to ensure that the individual needs of all children are met (Organisation) 23/12/2009
- gain knowledge and understanding of the Early Years Foundation Stage learning and development requirements and undertake sensitive observational assessments to identify individual learning needs in order to plan an educational programme that will enable children to make progress towards the early learning goals in all areas of learning (Organisation). 23/12/2009
- display certificate of registration (Organisation) 23/12/2009

To improve the early years provision the registered person should:

- implement a system of self-evaluation to promote future development
- talk to parents about their child's progress and development and encourage parents to share what they know about their child's learning and development
- liaise with other providers delivering the EYFS to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded. The childminder has a satisfactory knowledge of possible signs and symptoms of abuse and with the help of written documentation is able to implement appropriate procedures to protect children from possible harm. Children's safety is also ensured within the childminder's home because the childminder routinely completes a risk assessment and takes appropriate action to minimise any potential hazards. Consequently, children move freely and safely around the childminder's spacious home, making informed choices about what they play with and where they play.

The childminder has recently commenced childminding but has failed to maintain a satisfactory knowledge of the EYFS and has not taken sufficient action to secure improvement. There are no systems in place to evaluate the effectiveness of the provision and, whilst the childminder is aware that she has not maintained her knowledge, has done nothing to address this. Consequently, she is not aware of the regulations relating to complaints and has not provided parents with details of the procedure to be followed if they have a complaint. Records required to ensure the safety and wellbeing of children are not consistently maintained. As a result, records which request details of children's health or dietary requirements are not in place for some children. In addition, the childminder is unclear about some of the documents she has purchased, consequently, records of accidents do not contain

all the required information. The childminder has also failed to display her certificate of registration, which is a specific legal requirement.

Parents and carers are warmly welcomed into the childminder's home and relaxed and informal relationships are emerging. However, partnerships with parents are not sufficiently developed. Consequently, parents are not encouraged to share what they know about their child's learning. The childminder does not know enough about individual children's capabilities or progress so is unable to share such information with parents. Information about how children have spent their time is routinely shared verbally and details of the childminder's written policies and procedures are shared with parents. However, these do not always fully reflect the childminder's practice. For example, the 'working in partnership with parents' policy states that a daily communication book will be used but the childminder has not introduced this. Partnerships with other providers delivering the EYFS to children in the childminder's care have not been established.

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

The childminder is well resourced and children make some progress in their learning and development as they play with a varied range of age and developmentally appropriate play materials. Children play imaginatively with a selection of vehicles, and largely occupy themselves, growing in confidence as they have the opportunity to explore the available resources. The childminder occasionally asks children to name colours or to count how many items they have, but does not plan any meaningful activities to help children make progress or achieve their potential in key skills, such as communication, literacy, numeracy, and information and communication technology, that will contribute to their future economic wellbeing. Some children benefit from additional activities outside the home. The childminder routinely attends a variety of toddler groups and drop-in sessions where children can engage in craft activities, enjoy outdoor play and stories and rhymes. However, too little consideration is given to meeting the individual needs of some children, who become upset in large group situations and are still building an attachment to the childminder. The practice of routinely taking unsettled children to groups contradicts the positive gradual admission policy that the childminder implements and is detrimental to children's personal, social and emotional development.

Children's ability to achieve their potential and make good progress towards the early learning goals is restricted because the childminder does not have an adequate knowledge of the learning and development requirements. She does not have a satisfactory knowledge of the six areas of learning and is unable to identify how different play materials and activities support different areas of learning. She is not familiar with the early learning goals and does not have an adequate knowledge of the developmental stages. She has failed to complete any observational assessments for most of the children in her care, consequently, she is not aware of individual children's capabilities and is unable to securely identify or plan for the next steps in children's learning. As a result, the childminder is unsure if children are making good progress or require additional support in particular

areas. There is no system in place to identify children's starting points when childminding commences, so the childminder is unable to monitor the progress children are making whilst in her care.

Children are well nourished by the childminder who encourages children to eat a varied selection of healthy and nutritious meals and snacks. Children rest, sleep and eat in accordance with their individual routines and have regular opportunities to walk or play outdoors in the fresh air and sunlight, which contributes to a healthy lifestyle. Children are learning the importance of socially acceptable behaviour as the childminder gently explains they have share resources and take turns.

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	4
The effectiveness of safeguarding	3
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

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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	3
The extent to which children make a positive contribution	4
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:

- devise a written statement of the procedure to be followed in relation to complaints which relate to the Childcare Register (Procedure for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 23/12/2009

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 compulsory part of the Childcare Register section of the report (Procedure for dealing with complaints). 23/12/2009