

Inspection report for early years provision

Unique reference number	EY398717
Inspection date	20/01/2011
Inspector	Hayley Lapworth
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 assesses 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.

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

© Crown copyright 2011

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 in Leicester with her three children aged 14, 10 and three-years-old. The family live in a detached house and they have a small pet dog.

The whole of the childminder's home except for the large front bedroom is used for childminding. There is a toilet on both floors. There is a safe enclosed back garden for outdoor play. The premise is accessible to all. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for five children aged under eight years at any one time. The childminder is currently minding one child who attends on a part-time basis and is in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder sufficiently promotes inclusion and has some understanding of the learning and development requirements, however, she has failed to implement some of the welfare requirements. This has a significant impact on children's welfare and safety. The childminder has not fully completed an appropriate childminding course. She does not provide parents with information about her procedures. Risk assessments are insufficiently completed and safety within the home is ineffective. Ofsted have not been kept informed about adults living on the premises and relationships with other providers have not been developed. The childminder is beginning to evaluate the service she provides.

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:

- conduct a risk assessment and maintain a record of when it was conducted and by whom (Safeguarding and promoting children's welfare) (also applies to the both parts of the Childcare Register) 21/02/2011
- take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment) 21/02/2011
- ensure you have the appropriate qualifications, training, skills and knowledge by completing required training for childminders which has been approved by the local authority (Suitable people) (also applies to 21/02/2011

- the compulsory part of the Childcare Register)
- ensure Ofsted is notified of any changes to persons living or working on the childminding premises (Suitable people) (also applies to the both parts of the Childcare Register) 21/02/2011
- provide parents with information of the procedure to be followed in the event of a them failing to collect a child at an appointed time, a child going missing, the complaints procedure and the safeguarding children procedure (Safeguarding and promoting children's welfare) 21/02/2011
- provide parents with information of the procedure to be followed in the event of an allegation made against the childminder or any persons living or working on the premises (Safeguarding and promoting children's welfare). 21/02/2011

To improve the early years provision the registered person should:

- develop further systems to ensure that what is provided for children complements the education and care they receive in other settings and ensures consistency
- review and update all policies and procedure to reflect current legislation
- ensure that the emergency evacuation procedure is practised and record details in a log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Leadership and management are ineffective. Children are not fully safeguarded as the childminder has failed to implement some of the welfare requirements. The childminder does not provide information to parents about procedures to be followed in the event of an allegation made against her or a member of her family. She also does not provide information about a child going missing or uncollected children. Some risk assessments have been completed but these are ineffective and do not include all areas the children come into contact with. Also some areas of the childminder's home pose potential hazards to children. These include objects, such as, knives being accessible to children. The childminder has not fully completed an approved childminding course. She has also failed to keep Ofsted informed about people living on the premises. As a result, children's welfare and safety are significantly compromised. The childminder demonstrates she is aware of who has parental responsibility and any legal restrictions relating to the children. All adults living in the premises have completed appropriate vetting procedures. The childminder has some knowledge of the signs and symptoms of child abuse. She is aware of her responsibilities in the event of a child protection concern.

There is adequate capacity for improvement as the childminder is in the very early stages of beginning to evaluate her practice. She has identified areas which need

improvement. Therefore, demonstrating a commitment to improve the quality of the provision for children and their families. The childminder is adequately aware of the benefits of liaising with other providers where children attend more than one setting. However, she has not developed effective relationships to ensure continuity of care and learning. Therefore, children are not presently provided with an educational programme that will support their progress towards the early learning goals. Resources are satisfactorily deployed and suitable use is made of resources and the environment to promote children's learning both in and outdoors. Children with special educational needs and/or disabilities can be fully involved as the childminder demonstrates some understanding of how she can support children and their parents in the life of the setting.

The childminder describes suitable settling-in procedures where she tries to get to know the children and their parents by inviting them to spend time in her home. Parents are encouraged to be involved in their children's learning and are asked about their views in terms of their children's development in order for the childminder to determine their starting points. Therefore, there is a consistent approach towards the children's learning. Many of the required policies and procedures are out of date. Consequently, parents are not kept sufficiently informed.

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

Children are settled and happy in the childminder's care. She has a suitable understanding of the Early Years Foundation Stage learning and development requirements and how young children learn. The childminder provides a satisfactory range of adult-led and child-initiated activities and she interacts with them to support their learning. Adequate planning is in place ensuring all of the six areas of learning are included. The childminder observes the children whilst they play. She makes assessments of their learning and is in the very early stages of beginning to consider their next steps in their learning journey. Therefore, children are making some progress in their development. The childminder suitably encourages the children's independence and promotes their self-esteem. She praises positive behaviour and recognises their individual achievements. For example, she praises them for using their manners and helping to fetch the pizza ingredients out of the fridge.

Children's communication, language and literacy are suitably promoted. The childminder talks to them as they play asking them questions that make them think. For example, 'what are you going to put on your pizza?'. Children's vocabulary is enhanced as they learn new words like 'mozzarella'. They are involved in discussion about what the cheese feels and tastes like. They have fun with words and describe what they think the cheese feels like. For example, they use words like 'squidginess' which creates a bit of a giggle. Children also spend time looking at books alone or listen to a story read by the childminder. They play games which encourage them to use describing words, some of which they bring from home.

Children are promoted with opportunities that support their development of their physical skills. The childminder ensures they have access to outdoor play on a daily basis. This may be through a walk to the local park, where they play on swings and slides or an outing to a soft play area.

Some areas of children's health are suitably promoted. Some of the food that is provided is healthy and nutritious, for example, fresh fruit. Children are also helped to develop an understanding about how to stop germs spreading. For example, they are reminded to use tissues to wipe their noses and wash their hands after visiting the bathroom. They are also encouraged to wash their hands prior to participating in a cooking activity. The childminder is qualified in first aid. Consequently, she can care for children if they have an accident or become unwell whilst in her care.

The childminder has considered an appropriate emergency evacuation procedure. However, children are not learning how to keep safe in an emergency as they are not involved in practising this procedure. At times children are reminded how to keep safe during their play. For example, the childminder talks to them about how to prevent an accident by sitting correctly when using the dining room chairs.

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	3

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	3
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	3
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

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	4
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 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:

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 21/02/2011
- ensure a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 21/02/2011
- take action as specified in the early years section of the report (Providing information to Ofsted, Suitability and safety of premises and equipment, Qualifications and training). 21/02/2011

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 (Procedures for dealing with complaints, Suitability and safety of premises and equipment) 21/02/2011
- take action as specified in the early years section of the report (Providing information to Ofsted, Suitability and safety of premises and equipment). 21/02/2011