

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY415378      |
| <b>Inspection date</b>         | 14/03/2011    |
| <b>Inspector</b>               | Sarer Tarling |
| <b>Type of setting</b>         | 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 2010 and lives with her husband and three children aged between three and eight years in Gravesend, Kent. The whole of the property is suitable to be used for minding, although minded children generally stay on the ground floor, playing in the lounge/diner and use the ground floor bathroom. There is a fully enclosed garden for outside play.

The childminder has a Level 3 BTEC National Diploma in Childcare and Education. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She may care for up to three children under eight at any one time, two of whom may be in the early years age group. Currently there is one early years child on roll. The childminder also provides care for older children and currently has one older child on roll. She is also registered to provide overnight care for one child under eight years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are relaxed, confident and clearly enjoy spending time with the childminder who has a good understanding of how children learn through play. However, she demonstrates a limited knowledge and understanding of how to deliver the statutory framework for the Early Years Foundation Stage (EYFS), and as a result she is not meeting a number of specific legal requirements. As a result, children's safety and well-being are not sufficiently promoted. Systems for assessing, monitoring and planning children's learning and development, across the six areas of learning, are not sufficiently established to demonstrate how well children are progressing towards the early learning goals. Weaknesses in the self-evaluation processes limit the ways in which the childminder is able to demonstrate how she is going to make improvements, although she is receptive and keen to further develop the 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:

- use the Early Years Foundation Stage framework to plan and organise systems to ensure that every child receives and enjoyable and challenging learning and
- 05/04/2011

- development experience that is tailored to meet their individual needs (Organisation)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (Also applies to both parts of the Childcare Register) 05/04/2011
- make a record of the risk assessments, clearly stating when they were carried out, by whom, date of review, at least once a year, and any action taken following a review or incident. (Documentation) (Also applies to both parts of the Childcare Register) 05/04/2011
- keep a record of accidents and obtain written permission from parents before administering medication to children and keep a written record of medicines given to children (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register) 05/04/2011
- request written permission from parents for seeking emergency medical advice or treatment and keep a record of any first aid treatment administered (Safeguarding and promoting children's welfare) 30/03/2011
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register) 05/04/2011
- obtain public liability insurance (Suitable premises, environment and equipment) (Also applies to both parts of the Childcare Register) 05/04/2011
- provide appropriate fire control equipment, such as a fire blanket. (Suitable premises, environment and equipment) 05/04/2011

To improve the early years provision the registered person should:

- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency
- improve the two-way flow of information with parents and other EYFS settings that children attend to promote a shared understanding of children's individual needs, to ensure that they are being cared for appropriately, and to help support and extend children's learning and development
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children .

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a good awareness of the possible signs and symptoms of abuse in order to seek protection for vulnerable children should she need to. She understands her responsibilities with regard to the recording and reporting any child protection issues. All adults in the home hold suitable criminal record bureau disclosure checks and children are never left alone with un-vetted adults. The childminders child protection policy is in line with local safeguarding children board procedures and ensures that parents are fully aware of her role and responsibility with regard to safeguarding.

The childminder's lack of knowledge and understanding regarding the Early Years Foundation Stage welfare requirements has resulted in a number of breaches with a number of the legally required records not in place. For example, the childminder carries out visual risk assessments around the home and garden, meaning children can play and explore in a safe environment. However, there are no records of these risk assessments and the childminder has no formal way of recording how she has risk assessed each type of outing she embarks upon, which is a breach of requirements. The childminder does not carry public liability insurance, which is a legal requirement. Children are not fully protected in the event of a fire as, although the childminder has appropriate fire detection equipment in place, there is no fire blanket available and children have not yet had the opportunity to practice the childminders emergency evacuation procedure. This puts children at risk.

Through discussion the childminder demonstrates an appropriate understanding of inclusion however, she has not obtained all of the required details from parents with regard to children's information and personal details. Children play in a light and welcoming environment with a good selection of clean, age appropriate play resources. The childminder also sets out toys based on individual children's interests, rotating resources regularly, with those stored upstairs, to help ensure children remain interested and suitably challenged.

The childminder has an up-to-date first aid certificate meaning she can offer children appropriate help in the event of an accident. However, a record is not maintained of accidents or first aid treatment and prior consent from parents has not been obtained to enable the childminder to seek any necessary emergency medical advice or treatment in the future. Similarly, the childminder does not have a system to obtain prior written permission from parents before any medication is given or to maintain a record of all medicines which are administered. These are breaches of specific legal requirements that impact of children's welfare.

Working relationships are developing with parents as the childminder keeps them fully informed of what their children have been doing whilst in her care. She completes a contact book detailing the general care given to each child during the day, activities they have taken part in, along with some photographs. Due to the childminder's lack of understanding regarding the observation and assessment

process, the opportunities for parents to be fully involved in their child's learning is limited. The childminder understands the importance of developing working relationships with practitioners in other settings minded children attend. References from parents convey how very pleased they are with how their child has settled, the interaction between the childminder and children and the healthy lunches the childminder provides. Parents receive copies of the childminder's policies and procedures which cover most areas of her service. However, she has not yet considered her policy and procedure for dealing with concerns and complaints from parents or for the provision of a record of all complaints.

The childminder acknowledges that she has found acquiring information and establishing an effective system for maintaining the required records a challenge. However, she is considering ways of developing her systems of self-evaluation to further identify the strengths and weaknesses in her provision, to strive for improvement and attend training in order to improve outcomes for children.

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

The childminder is friendly and approachable and children demonstrate they feel secure as they happily cuddle her showing relationships are well established. The childminder demonstrates the ways in which she teaches young children how to keep themselves safe. For example, she reminds children not wriggle in their chair in case they fall and to pick toys up to prevent someone tripping. When out and about young children either wear backpack style reins or hold the childminders hand. They are learning how to cross the road safely and when travelling in her care age appropriate car seats are provided. The childminder demonstrates a sound understanding of behaviour management strategies to support children of varying ages. She offers plenty of praise and encouragement to children to help promote positive behaviour and to build their self esteem. Simple house rules are consistently applied and the childminder intervenes by distracting children or uses time out to good affect.

Children are beginning to show an understanding about what constitutes a healthy lifestyle. They are encouraged to roll up their sleeves and to use the step stool to independently wash their hands before eating and after using the toilet. Meal times are a social occasion with lots of chat about what children have been doing and what they want to do next. Children are involved in food preparation, which promotes discussions about healthy eating as they decide what fillings they have in their wholemeal sandwiches and skilfully cut up their own fruit. The childminder uses this opportunity to promote children's understanding about problem solving and numeracy. They talk about halves and quarters and how healthy fruit is. One child agrees, adding that 'Carrots are healthy too because they help you see in the dark'. Children remain hydrated as they are offered plenty of drinks. Children enjoy opportunities to engage in physical activities, such as learning to catch and throw balls, exploring equipment and developing their large motor skills while using the apparatus at local parks.

Children develop their small muscles as they learn to handle tools and show great concentration as they roll out dough and use the cutters to make shapes. In the garden they like digging, pouring and sieving the sand and have helped with planting.

Children take part in activities which help to promote their creative development and mark making skills. For example, children enjoy creating pictures with the finger paints and using the pens and pencils to practice their drawing skills and letter formation. The childminder spends time reading stories to the children and uses educational posters to encourage children to link their letters and sounds. She supports the development of children's problem solving, reasoning and numeracy skills through a range of opportunities such as completing puzzles, building with construction bricks and singing traditional rhymes. Children play imaginatively with the small figures sets, farm animals and cars. They act out real life situations as they dress-up and play with role play equipment. Children have a growing knowledge and understanding of the world as they look at the different countries on the world map and they are developing skills in using technology as they play on the hand held electronic games. The childminder has begun to help develop children's positive attitudes to diversity through activities that encourage children to talk about similarities and differences and to value aspects of their own and other people's lives.

Children learn through play and ensures children are involved in a range of activities and experiences which naturally help them to develop. She has begun to develop a system of recording her observations of children in a contact book. However, she has not yet developed her systems of linking these observations to the different areas of learning. She does not use the Early Years Foundation Stage documents or her observations of children's interests and achievements to plan for the next steps in their learning. Consequently she is unable to evidence and track their progress towards the early learning goals.



## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 4 |
| The capacity of the provision to maintain continuous improvement                                     | 4 |

### The effectiveness of leadership and management of the early years provision

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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                                | 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

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 4 |
| The extent to which children achieve and enjoy their learning    | 3 |
| 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        | 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 (Records to be kept) (Procedures for dealing with complaints) 05/04/2011

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 early years section of the report (Suitability and safety of premises and equipment) (Insurance) 05/04/2011