

Inspection report for early years provision

Unique reference number	EY427115
Inspection date	19/01/2012
Inspector	Diane Hancock
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 2011 and sometimes works with her husband who is a co-childminder. She lives in West Malvern with her husband and children aged three and eight years. Step-children are sometimes present. There are shops and schools within short driving distance. All areas of the property are used for childminding purposes. There is a garden available for outside play. Children will also be taken on local outings to parks and playgrounds and to local groups. The family have a pet dog.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than two may be within the early years age range. There are currently two children attending, one of whom is within the early years age range and attends on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder mostly meets the welfare requirements of the Early Years Foundation Stage to ensure children are well cared for, however, the registration course has not been undertaken. Children settle well with the childminder and develop good relationships with her and the family. Her practice is inclusive as she gets to know the children and their families well to meet their individual needs. The childminder supports children well and ensures a range of resources and activities to meet their learning and developmental needs across all areas of learning. The childminder seeks and acts on advice and has just begun to reflect on her practice through self-evaluation, demonstrating her capacity to improve.

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 an appropriate qualification by attending a childminder training course to improve your skills and knowledge (Qualifications, training, knowledge and skills). 20/02/2012

To improve the early years provision the registered person should:

- improve the safeguarding policy to include clear procedures to follow in line with the Local Safeguarding Children Board guidance and procedures
- improve resources and activities to promote children's understanding of diversity and the wider social world.

The effectiveness of leadership and management of the early years provision

The childminder has not completed a registration training course and is in breach of a statutory legal requirement. Recent courses have been cancelled and this has meant that the childminder is not fully informed of her role and understanding of the Early Years Foundation Stage to enable children to reach their full potential. However, she is keen to develop as a new childminder and actively seeks and acts upon the advice of the local authority. She has made improvements, such as, carrying out a fire drill, improving access to toys and updating policies. The childminder has begun to use a formal self-evaluation document to help her to identify additional areas for future development. She plans to extend the range of activities to promote children's mathematical knowledge and undertake parent questionnaires.

Children are protected as the childminder has attended basic training in safeguarding to enable her to recognise signs and symptoms of abuse, however, the safeguarding procedures lack detail of the local safeguarding authorities. Other adults on the premises have Criminal Records Bureau checks to confirm that they are suitable to be with young children. Ratios are well maintained to ensure children receive individual attention and are well supervised. Children are cared for in a safe and secure environment with written risk assessments within the home and for some outings. She has safe procedures when out walking and using the car and action is taken to minimise risks to children, such as, use of stair gates and fencing. The home is well organised with good quality, well maintained toys and equipment that are easily accessible to ensure a safe, welcoming and stimulating environment. Policies are in place and shared with parents. Appropriate records and routines are in place to ensure children's health needs are well met. Sleep routines are well respected. The childminder is well prepared for emergencies and carries with her a first aid kit at all times and contact details.

The childminder gathers detailed information from parents regarding children's routine, toilet training and their likes, to provide consistency of care. She plans a sensitive individual induction to help children settle quickly. Parents are well informed as the childminder has policies and all relevant records in place and spends time talking at the end of the day. Parents also look at their child's 'learning journey' book showing developmental progress, enabling them to promote their child's learning together. The childminder is aware of the importance of working closely with other early years providers and agencies when appropriate.

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

Children make sound progress in their learning and development due to the individual attention and support they receive and the provision of a suitable range of activities and experiences. Children are very happy as they become engrossed in their play, in particular role play with dolls, pretend food and bricks. They develop their imaginations as they play well together with dressing up clothes and their dolls in 'rocket' slippers. Children choose from easily accessible toys what they want to play with to meet their personal preferences and develop their independence skills. Through observation and initial assessment the childminder identifies children's particular learning needs and encourages activities to support their learning, for example, an alphabet matching puzzle. The childminder interacts well with the children, joining in with their play and asking questions to extend their learning, such as, 'what colour' and 'how many'. Singing nursery rhymes also helps promote children's language development. Children learn about technology and get excited as they listen to questions on an interactive games system and operate the DVD player. They have very good concentration and are eager to learn. All these skills will help children in their future lives. Children develop their creative skills as they draw, paint, sew, bake and experience sensory play, for example, with 'gloop'. Children show a good appreciation of books as they independently access them to read to dolls and enjoy favourite stories with the childminder.

Children from a young age are encouraged to be inquisitive about their environment, such as, listening for birds while walking the dog. They make good progress in their stamina and physical skills with regular walks to the park and woods, as well as attending a dance and movement class. Children have daily opportunities for fresh air all year round, including playing on the patio area. They enjoy the social occasion of meals and benefit from healthy home cooked meals and snacks. The childminder has attended a food hygiene course and taken measures to improve food hygiene within the home. Water is easily accessible at all times. Children have thorough hand washing procedures.

The childminder has few resources and activities to help children learn about the wider social world. Children are learning to share and are encouraged to have good manners. They are praised for good behaviour and play well together. Children are independent and help take responsibility as they tidy away their shoes and toys. Children have good relationships and share a sense of humour with the childminder and her family. They feel safe and are confident to express their views from a young age. Children's understanding of safety is consistently supported through routines and reinforced when learning to cross the road and during fire evacuations.

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	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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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 (Qualifications and training) 20/02/2012

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 (Qualifications and training) 20/02/2012