

Inspection report for early years provision

Unique reference number	EY430613
Inspection date	30/04/2012
Inspector	Susan Parker
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. She lives with her husband and two children aged under five years, in Stevenage, Hertfordshire. The ground floor of the premises is registered for childminding purposes and children have access to an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There is currently one child on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder may also provide care for children over eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Some policies and procedures such as safeguarding children and complaints are not effectively shared with parents. A visual risk assessment has been carried out, however, there is no record of this. The childminder is beginning to observe children's achievements and provides suitable activities. She verbally shares information with parents about what their children are doing and obtains information about their needs and routines. The childminder evaluates her provision through discussion with parents. Future plans are limited but likely to bring about some improvement to the provision.

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:

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| • ensure that there is an effective safeguarding policy and procedure in place (Safeguarding and promoting children's welfare) | 14/05/2012 |
| • ensure that there is a procedure for dealing with concerns and complaints from parents and keep a written record of any complaints and their outcome (Safeguarding and promoting children's welfare) | 14/05/2012 |
| • maintain a record of the risk assessment, identifying aspects of the environment that need to be checked on a regular basis. (Suitable premises, environment and equipment) (also applies to the compulsory part | 14/05/2012 |

of the Childcare Register).

To improve the early years provision the registered person should:

- practise regular evacuation drills and record the details in a fire log book.

The effectiveness of leadership and management of the early years provision

The childminder has some understanding of safeguarding children, however, she does not have an effective safeguarding policy or procedure. Therefore, children are not fully protected. The childminder assesses the premises visually and no risks have been identified, however, there is no record of the risk assessment clearly identifying aspects of the environment that need to be checked regularly. The childminder has some understanding of promoting children's safety, however, she has not yet practised an emergency evacuation of the premises to ensure the safety of all children on the premises.

There are currently no children attending other settings. The childminder shares information adequately with the parents and has a detailed knowledge of the children's individual needs and specific requirements. However, she does not have a procedure for dealing with complaints from parents and as a result she does not meet the requirements.

The childminder adequately promotes equality and diversity; she ensures that all children are integrated into the activities and routines. Individual welfare needs such as sleep and mealtimes are effectively planned into the daily routine. The childminder adequately displays an ambition to secure improvement. She has begun to evaluate her provision through general discussions with the parents.

Toys, equipment and resources are sufficient and of adequate quantity. These are stored and displayed appropriately so that most children can access them independently.

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

The childminding setting has only been operational for three weeks. Children attending on a part-time basis are settling in well and forming bonds with the childminder and her family. For example, babies are making appropriate sounds to engage with the childminder and her children. Language is promoted as the childminder talks to the children and introduces new words. Conversations and discussions, even with babies, include appropriate questions on colour, shape and number. Children are able to access a suitable range of toys and resources in the lounge, playroom or conservatory. This promotes children's independence and gives them choices. Non mobile babies are given access to baby gyms and appropriate safe toys within their reach. The children are aware of how their

behaviour impacts on babies. For example, children are reminded to be careful when moving around the lounge when the baby is playing on the floor. However, children are not adequately safeguarded because the childminder does not have robust procedures and policies in place to follow should there be a concern or complaint.

Parents currently provide all meals and bottles which are warmed and served by the childminder. The childminder displays good hygiene procedures and acts as a suitable role model to support children's understanding of adopting healthy lifestyles.

Children and babies are secure in the setting, and are beginning to display a sense of belonging. For example, babies receive reassurance and comfort from the childminder and freely call the other children to engage socially. They are developing skills and forming positive relationships. Children generally make satisfactory progress in communication, language and literacy, problem solving, reasoning and numeracy and skills relating to information and communication technology through the provision of suitable resources and activities. They are beginning to develop cooperation skills and display an awareness of each other's needs.

The childminder observes and interacts with the children. She verbally shares information on their routines and milestones. She uses this knowledge to assess the children and the plans for each child's next steps. For example, providing suitable support and resources to enable babies to control their bodies and begin to sit up. She is able to talk about the achievements that the children have made in their time spent at the setting. She provides appropriate activities which enable children to make reasonable progress in reaching most of the outcomes for children. Overall, children are developing the skills they require in order to make adequate progress in their development.

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	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
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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	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

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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 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:

- keep and implement a written statement of procedures to be followed for the protection of children (Arrangements for safeguarding children) 14/05/2012
- provide a written statement of procedures to be followed in relation to complaints (Procedure for dealing with complaints) 14/05/2012
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 14/05/2012