

Inspection report for early years provision

Unique reference number	EY437600
Inspection date	14/05/2012
Inspector	Karen McWilliam
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, adult daughter and son-in-law in Ashton-Under-Lyne. The whole of the ground floor and the first floor bathroom are used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children on roll in this age group. Children attend on a full and part-time basis. The childminder also offers care to children aged over five to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

An inadequate knowledge of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage has led to the childminder failing to notify Ofsted of a change to people living at her premises. Records for medication and risk assessments are incomplete. Consequently, the childminder has breached a number of statutory legal requirements. She has formed satisfactory partnerships with parents and others, which ensures that some of the children's needs are met. The childminder has a sound knowledge of the learning and development requirements, therefore, children make steady progress. She has begun to evaluate her practice. However, priorities for improvements have not been identified to develop the quality of provision for all 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:

- ensure Ofsted is notified of any change of the persons aged 16 years or older living on the childminding premises (Suitability of adults) (also applies to both parts of the Childcare Register) 28/05/2012
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 28/05/2012
- conduct an annual risk assessment that includes 28/05/2012

aspects of the environment that need to be checked on a regular basis, and keep a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment).

To improve the early years provision the registered person should:

- improve the use of observation and assessment to support the planning and provision of enjoyable and challenging learning experiences that are appropriate to each child's stage of development as they progress towards the early learning goals
- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and has a suitable knowledge and understanding of the possible indicators of abuse. She is clear about her duty to report any concerns and has all the relevant contact numbers to hand. However, the childminder has not notified Ofsted regarding changes to persons living at her premises. This means that not all members of the household have been suitably checked. Children are protected in case of a fire because there is a clear evacuation plan in place and the childminder ensures that smoke alarms are tested regularly. She maintains medication records, although she does not ensure that written permission from parents is obtained prior to administering medication to children. However, the childminder has only administered prescribed medication which parents provide with full written instructions, and she always ensures parents sign to state they have been informed that their children have had their medication. She conducts daily checks and a full risk assessment is carried out for each and every outing that the children partake in. However, the childminder does not conduct an annual risk assessment of the premises. Therefore, she does not maximise opportunities to keep children safe while they explore her home and garden.

The childminder has formed satisfactory relationships with parents, who are asked to sign that they have viewed all the policies. She ensures that all parents receive information regarding their child's day on an ongoing basis, via daily diaries and verbal discussions. Parents also read and sign their child's observation records on a weekly basis, which include some suggestion for activities at home. This means that parents contribute to their child's learning and development. They are encouraged to share information regarding their child before they start. The childminder obtains information about children's likes, dislikes, routines and medical needs. However, in-depth information to support children's individual learning needs is not consistently obtained. The childminder has formed sound

partnerships with other childminders and liaises with them for advice and support. This has some impact on the quality of care the children receive. For example, the childminder has received support with her policies and procedures. She does not attend any other early years provisions with the children in her care but understands the need to develop partnerships when the occasion arises to ensure consistency of care and learning.

Space and resources are satisfactorily used, but currently there are none which represent diversity. Toys and equipment are accessible to the children. This promotes their self-help skills. There is a large garden which children access some of the time. The childminder invites comments from parents regarding improvements to her provision via verbal discussions and a comment form. However, monitoring and evaluation systems are not robust and weaknesses have not been identified. Therefore, the ability to continuously improve is limited.

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

The childminder is warm and attentive towards the children in her care. They are at ease in her home and demonstrate this by climbing onto her knee for a cuddle when they are upset. The childminder ensures children are protected as they explore the lounge by providing a suitable range of safety equipment, such as fire and radiator guards. She discusses road safety and stranger danger with the children while out and about. This contributes to children learning to keep themselves safe.

The childminder has some knowledge of the learning and development requirements of the Early Years Foundation Stage. She has started to use observations, photographs, and children's work to support planning. However, this is not yet fully developed, and therefore is not maximising opportunities for children to achieve as much as they can. The childminder constantly interacts with the children, for example, she sings rhymes and reads their favourite book. As a result, children develop sound skills in communication and language. They access some mark-making activities, for example, they draw around their feet and decorate their work, and use felt-tip pens to colour pictures in, developing their early writing skills. The childminder supports children as they complete jigsaws and she encourages them to look for the correct shape and colour and sort the animals into categories, such as farm animals and wild animals. Therefore, children develop their problem-solving skills. They access some resources that support them as they acquire skills for the future, such as an electronic activity centre.

Children's health is adequately promoted by the childminder. They play in a very clean environment and there are suitable arrangements in place for nappy changing. Children are encouraged to wash their hands before eating, and they are offered healthy choices of fruit for snack. The childminder takes children for walks in the local park and to play centres where they develop physical skills in walking, running, jumping and climbing because they make use of a variety of resources to test and challenge their abilities. They also access the outdoor play space occasionally, which contributes to children adopting healthy lifestyles.

Children make links with the wider community because the childminder regularly takes them to local toddler groups and on shopping trips. They socialise with their friends, share toys and partake in some festivals. Therefore, children develop some knowledge and understanding of the world. They are well behaved because the childminder is a positive role model. Children are offered clear explanations and stickers as rewards. They celebrate some festivals which contribute to children developing positive images of themselves and others.

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

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	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	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 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 (Suitability to care for, or be in regular contact with, children) 28/05/2012
- take action as specified in the early years section of the report (Records to be kept). 28/05/2012

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 (Suitability to care for, or be in regular contact with, children) 28/05/2012
- take action as specified in the early years section of the report (Records to be kept). 28/05/2012