

Inspection report for early years provision

Unique reference number	223454
Inspection date	19/02/2009
Inspector	Deborah Ball

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 1994. She lives with her husband and three adult children in the rural hamlet of Pencoyd, Herefordshire. The ground floor of the property is used for childminding. The childminder has procedures to support children with learning difficulties and/or disabilities, and those who speak English as an additional language. There is a fully enclosed garden available for outside play. Children are taken on local outings. The family have a dog and a cat as pets.

The childminder is registered to care for six children at any one time and there are currently six children on roll within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory part of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Although the childminder provides a homely environment for all children in her care she has a limited understanding of the Early Years Foundation Stage (EYFS). Consequently, she has failed to meet a number of requirements, compromising children's welfare, learning and development needs and results in them not being adequately supported to make progress towards the early learning goals. Whilst parents report that they are happy with the care their children receive, the childminder has not evaluated the provision offered and therefore has failed to identify weaknesses in her practice.

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:

- develop the partnership with parents to ensure that they are kept fully informed of the childminding arrangements and any progress their child is making (Safeguarding and promoting children's welfare) (Also applies to the compulsory part of the Childcare Register) 26/03/2009
- implement a written procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcomes (Safeguarding and welfare) (Also applies to compulsory part of the Childcare Register) 26/03/2009

- develop knowledge, understanding and implementation of the Early Years Foundation Stage (Qualifications, training, knowledge and skills) 23/04/2009
- conduct a thorough risk assessment to identify and minimise hazards to children on the premises and for any outings undertaken, including the transportation of children in a vehicle (Suitable premises, environment and equipment) (Also applies to the compulsory part of the Childcare Register) 26/03/2009
- plan and provide experiences which are appropriate to each child's stage of development to ensure they progress towards the early learning goals, taking account of information sought from parents about children's abilities and interests (Organisation) 26/03/2009
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 26/03/2009
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or an incident (Documentation) (Also applies to the compulsory part of the Childcare Register) 26/03/2009

The leadership and management of the early years provision

The childminder has insufficient knowledge of the requirements of the EYFS and, as a result, has failed to meet a number of statutory requirements. Whilst children have their basic needs met, weaknesses within the childminders practice have not been identified as the childminder has not evaluated or monitored her practices, in order to assess and improve the outcomes for children. The failure to identify and address the breaches of specific legal requirements for both learning and development and for welfare significantly affects the quality of care children and parents receive. Visual daily checks are carried out of the premises and equipment. However, children's safety is at risk as formal risk assessments of both the environment and outings have not been completed, to ensure that all potential risks are fully considered. Adequate vetting procedures are in place as all members of the household undergo checks to confirm they are suitable to have regular contact with children.

The childminder has not implemented a system to work fully in partnership with parents and carers and is unaware of the requirement to work closely with other providers of the EYFS involved in a child's early years care. This hinders the promotion of children's welfare and learning and development in line with the principles, practice and requirements of the EYFS. There are no systems to conduct assessments, to use them to log children's achievements or plan for the next steps in their development. There is no complaints procedure readily available

for parents and no record is in place to log any complaints made by parents or the action taken to address any concerns. Close links are formed with parents through daily discussions about children's welfare and play. However, there are minimal written procedures and policies for parents and therefore they may be unclear of the expectations of the childminder with regards to their children's daily care and well-being. There is no formal process in place to obtain parents comments or opinions within a self-evaluation of the setting. Whilst basic information is obtained from parents about their children's individual needs there is no system in place to involve them in their child's learning and development. The childminder's lack of awareness of the EYFS means that there are no arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices.

The childminder has made improvements since the last inspection to ensure children have access to activities and resources to promote their understanding of diversity. In addition, she has obtained written parental permission for seeking emergency medical advice or treatment for all children to ensure that children's welfare is safeguarded.

The quality and standards of the early years provision

Children are broadly content and occupied in the childminder's home. However, the childminder's lack of knowledge and understanding of the EYFS means that she has not implemented planning and assessment systems in line with the current guidance and therefore can not demonstrate children's progress within the EYFS. This could result in a delay in providing further support or more challenge in certain areas of their learning and development.

Children's efforts and achievements are praised and valued by the childminder. Encouragement and praise is given through the day, which in turn, develops their confidence and self-esteem. The childminder has a sound knowledge of the children in her care, in terms of their individual care needs, personalities and interests. However, this knowledge does not fully extend to that of their learning and development, as a result, the play experiences offered do not always fully challenge or explore children's learning.

Children have access to a range of toys and resources, such as, books to help develop communication, language and literacy and jigsaw puzzles to help children to develop concepts of shape. The children particularly enjoy toys that they can explore and investigate, have a function or moving parts for example, electronic toys and shape sorters. Children take part in role play as they play with dolls and tea sets and mimic every day tasks. However, children's imagination and creativity as well as opportunities to be inquisitive are not sufficiently developed through opportunities to explore a range of medium and natural materials through creative activities, messy play and other examples of role play. Overall, children are not provided with sufficient opportunities to develop their skills and learning in all areas.

Children are encouraged to develop an awareness of their own safety and are reminded of the safety rules within the home, including the evacuation procedure

in the event of a fire. However, they are not fully safeguarded due to the lack of formal risks assessments. The homely, clean and well-maintained environment enhances children's health and well-being. Children learn about the benefits of a healthy lifestyle through routine practices and understand why they need to wash their hands before eating and after visiting the toilet. At lunch time children sit at the table to enjoy packed lunches provided by parents. The children have opportunities for fresh air and exercise as they play in the garden or go for walks in the local area. Children are able to have quiet time for sleeping or relaxing throughout the day and benefit from the childminder's flexible daily routines.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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 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 (Providing information to parents) 26/03/2009
- take action as specified in the early years section of the report in relation to complaints (Procedures for dealing with complaints) 26/03/2009
- keep and implement a written statement of procedures to be followed for the protection of children (Arrangements for Safeguarding Children) 26/03/2009
- take action as specified in the early years section of the report in relation to conducting risk assessments (Suitability and safety of premises and equipment) 26/03/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.