

Inspection report for early years provision

Unique reference number	EY409522
Inspection date	01/12/2010
Inspector	Christine Armstrong

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.

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Description of the childminding

The childminder was registered in 2010. She lives with her teenage son in the Aspley area of Nottingham. The home is within walking distance of local facilities including schools, shops, park and library. The whole of the ground floor is used for childminding purposes and children also have access to bathroom facilities on the first floor. There is an enclosed rear garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time, three of whom may be in the early years age range. There are currently two children on roll in the early years age range. The childminder works week days only and provides care all year round. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has insufficient knowledge and understanding of the Early Years Foundation Stage learning and development requirements. Consequently children's individual needs are not met because they are not provided with challenging learning and development experiences that are tailored to meet their individual needs. Partnerships with parents are weak and do not support parents to find out about and support their child's learning. Links with other early years providers who also provide care for children have not been made. The childminder has received support from the Local Authority to identify areas that require improvement but she has taken little action to secure improvements for children's learning. However, the childminder has put in place effective arrangements to safeguard 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:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 28/12/2010
- gain knowledge and understanding of the Early Years Foundation Stage learning and development requirements so that children are provided with an 28/12/2010

educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Early Learning Goals)

- undertake sensitive observational assessment in order to plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation). 28/12/2010

To improve the early years provision the registered person should:

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being
- provide equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways, to support all areas of children's learning and development
- develop further the systems to monitor and evaluate the setting to ensure that the individual needs of all children are met
- develop a two-way flow of information with parents and other providers with specific regard to children's learning and development.

The effectiveness of leadership and management of the early years provision

The organisation of this setting is not inclusive because the childminder has insufficient knowledge and understanding of how to support children's learning. However, children are safeguarded appropriately. The childminder has an adequate understanding of the signs and symptoms of abuse and the action she would take if concerned about a child in her care. Household members are known to Ofsted and appropriate checks have been undertaken. The childminder knows the procedures to follow if there was an allegation made against herself or persons living on the premises. A written risk assessment identifies how most potential hazards have been identified and addressed. However, children's safety is not fully addressed because the garden and bathroom are not included in the risk assessment. Parents are provided with a range of written policies and procedures, including ones on safeguarding, complaints and behaviour. However, children's best interests are not fully served because information about who has legal contact and who has parental responsibility has not been obtained for every child.

The learning environment is not inclusive. The childminder does not provide a sufficient range of toys and resources to support and challenge all areas of learning. She is unclear about what the children should be learning and her interaction with children is usually reactive and mainly focuses on commenting on what children are doing. Planned activities do not support children's stage of development and children are not adequately supported to progress as they play. Therefore, children are not sufficiently supported to make progress towards the early learning goals.

Communication between the childminder and parents is not sufficiently inclusive. The childminder does not seek the ongoing views of parents with regards to the

quality of the setting and they are not informed about their children's progress and achievement towards all the early learning goals. However, the childminder talks to the children's parents and carers each day to support children's care and well being. The childminder has implemented a self-evaluation tick sheet provided by the local authority and she identifies there are weaknesses in the learning and development requirements. However, no action has been taken to improve children's progress towards all the early learning goals. This results in most outcomes for children being inadequate.

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

There are significant weaknesses in the learning opportunities provided for children. As a result children's progress is restricted. For example, although the childminder speaks kindly to the children she lacks purposeful involvement in their learning. Children are not questioned and challenged to think and express themselves which significantly restricts the progress they are making in their language and communication skills. This minimises their learning potential across all areas of learning, particularly the development of skills for the future. The childminder has taken no steps to develop effective relationships with other providers. Therefore, there is no cohesion in care and learning for the children who attend more than one setting.

The childminder is not making frequent or accurate enough observations to monitor children's progress. This means she does not have a clear enough understanding of their individual needs and adult-led activities are limited and usually ineffective in supporting children's learning. For example, when children take part in a cooking activity their interest and understanding in number, weight, texture and change is not promoted. When children use number spontaneously in play and identify numerals and letters they are not questioned and challenged effectively to progress their interest and understanding. When children complete jigsaws and make constructions with bricks, the language for shape, position and measure is not modelled and the lack of resources results in children losing interest in the activity. Resources to support children to value and respect differences in themselves and others are limited. Opportunities and resources provided to children to investigate, explore and use their creativity and imagination are also limited. As a result children are for the most part occupied rather than stimulated or challenged. They show interest in playing imaginatively with the cars available but often prefer to watch television programmes and play on computer games.

The childminder is taking some steps towards teaching children how to stay safe. Children practise the emergency evacuation procedure and learn about road safety. However, children are not effectively supported to adopt healthy lifestyles. For example, children eat a full packet of crisps, a two finger chocolate bar and two chocolate biscuits as a mid morning snack. Children are not supported to do as much as they can for themselves in relation to developing personal hygiene skills as the childminder washes their hands and face and wipes their nose with a tissue. In general, children behaviour is appropriate in spite of the lack of stimulation.

They show care and concern for each other and often play with and alongside each other. For example, children play throwing the ball to each other. However, children are not always helped to behave appropriately because the childminder is sometimes inconsistent in dealing with inappropriate behaviour. This gives children mixed messages about what they can and cannot do.

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	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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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	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met