

Inspection report for early years provision

Unique reference number	123906
Inspection date	14/02/2011
Inspector	Alison Edwards

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

This childminder registered in 1992. She lives with one adult child and three younger children aged 14 and nine years of age in a house in Newark in Nottinghamshire. Minded children use the ground floor of the house. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of three children aged under eight years, all of whom may be in the early years age range. There are currently three children under the age of eight on roll, including two in the early years age range. The childminder is also registered on the voluntary part of the Childcare Register to care for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder is not aware of the Early Years Foundation Stage or of her legal responsibility to implement this, resulting in the failure to meet a number of legal requirements. This compromises some aspects of children's safety and welfare, and means that arrangements are not in place to support children's progress towards the early learning goals. Consequently, children's individual needs are not met. The childminder's lack of knowledge of the Early Years Foundation Stage means that she is unable to accurately evaluate the quality of her provision, or to identify and take the necessary steps to improve the quality of the provision for all children. However, the childminder is caring and attentive in her dealings with children, helping them to feel settled and contented in her care.

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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) 28/02/2011
- demonstrate that at least one person with a current paediatric first aid certificate is present with children on the premises or on outings (Safeguarding and promoting children's welfare) 28/02/2011
- conduct a risk assessment and record when it was carried out and by whom. Review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, environment and 28/02/2011

- equipment)
• ensure knowledge and understanding of the content of the areas of learning and development identified within the Early Years Foundation Stage in order to support children's development (Early learning goals) 14/03/2011
- establish arrangements to plan and provide experiences appropriate to each child's stage of development to help them progress towards the early learning goals. (Organisation) 14/03/2011

To improve the early years provision the registered person should:

- establish systematic self-evaluation procedures taking account of robust criteria to accurately identify strengths and weaknesses.

The effectiveness of leadership and management of the early years provision

Childminding is not currently organised appropriately to meet all aspects of children's welfare and development. The childminder has not used self-evaluation processes or sources of external advice and support to ensure compliance with all relevant aspects of the Early Years Foundation Stage. Risk assessments are not yet used appropriately to identify aspects of the environment which need to be checked on a regular basis, and required risk assessment records are not kept. The childminder does not yet keep adequate daily registers of children's attendance as legally required. She is unable to demonstrate that she has a current paediatric first aid qualification to help her manage any accident or sudden illness in children's best interest. Consequently, arrangements to ensure the safe management of children's care are compromised. However, the childminder does obtain necessary information about children's personal, contact and health needs, and requests written parental consent to obtain medical treatment in the event of an emergency. She identifies adequate systems to document the administration of any necessary medicines, and to record the circumstances and treatment of any injury. The childminder is aware of what child abuse and neglect are, and recognises her responsibility to notify the relevant authorities in the event of any concern about a child, or any allegation of abuse. The childminder is completing a recognised childcare training, so showing a willingness to develop her existing skills and knowledge.

Children's individual needs are not appropriately met because of the lapses in arrangements to underpin their welfare, and the lack of arrangements to support their progress and achievements. However, the childminder does share her policies and procedures with prospective parents during initial visits, so providing them with background information about arrangements for their children's care. She seeks and records relevant personal, medical and contact information for each child, together with some details about their specific needs and preferences, so helping her to take account of these. She uses informal daily discussion to share ongoing information with parents about some aspects of children's experiences and interests at home and with her. The childminder recognises the value of

working with any other relevant agencies, such as, health professionals, to help her support the inclusion of any child with special educational needs and/or disabilities. She has some experience of liaising with other early years providers, such as pre-school staff, to help promote continuity for children attending more than one setting. The childminder provides some books and play materials reflecting different cultures, abilities and lifestyles, so helping children recognise and respect some aspects of diversity.

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

The childminder's lack of awareness of the requirements of the Early Years Foundation Stage compromises many aspects of the quality of her provision. There are inadequate arrangements to underpin children's safety. These arise because of the lack of legally-required risk assessments and the childminder's inability to demonstrate that she holds a current paediatric first aid certificate. However, the childminder does ensure that children are always within her sight or hearing, and implements a number of sensible safety precautions, such as, ensuring that external doors and gates are secure.

Arrangements to promote most aspects of children's learning and development are poor. The childminder is unaware of the content of the areas of learning and development. She therefore lacks a secure knowledge of what children need to learn, for example, regarding their knowledge and understanding of the world, or their problem solving skills. Consequently, this hinders her ability to help them establish a secure basis for their future skills and make adequate progress towards the early learning goals. She does make some observations of children's abilities and interests. However, she does not yet plan how to use first hand experiences and play activities, indoors or out, to match each child's stage of development. Consequently, arrangements are not yet in place to provide sufficient challenge and progression in children's learning.

Despite the weaknesses in arrangements to support their learning, children are settled and relaxed in the childminder's company because she is caring and attentive in her dealings with them. They often show interest and enjoyment in their activities, for example as they share stories and books with her. They begin to show some independence and purpose in their play, such as when a toddler arranges small figures in a play house. The childminder provides home cooked meals, such as shepherd's pie and vegetables, helping to contribute to a balanced diet. She helps children follow sound hygiene procedures, such as, washing their hands using liquid soap and running water. Children participate in varied indoor and outdoor activities enabling them to be energetic and use their movement skills, such as, dancing to music or using climbing equipment.

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	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	4
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	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:

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:

- demonstrate that an appropriate first aid qualification is held (Welfare of the children being cared for) (also applies to the voluntary Childcare Register section of the report) 28/02/2011
- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately where the need for an assessment arises (Suitability and safety of premises and equipment) (also applies to the voluntary Childcare Register section of the report) 28/02/2011
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept)(also applies to the voluntary Childcare Register section of the report) 28/02/2011

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 identified in the compulsory Childcare Register section of the report (Welfare of the children being cared for; Suitability and safety of premises and equipment; Records to be kept). 28/02/2011