

## Inspection report for early years provision

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<b>Unique reference number</b>	EY423428
<b>Inspection date</b>	02/08/2011
<b>Inspector</b>	Hazel White

<b>Type of setting</b>	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 12 and nine in a residential area of Coventry in the West Midlands. There are shops, parks and public transport links nearby. The ground floor of the childminder's home is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years at any one time. No more than three may be in the early years age range. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. She also offers care to children aged over five years to eight years. This provision is registered on the compulsory part of the Childcare Register. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are not appropriately safeguarded because the childminder has not met the welfare requirement to implement an effective safeguarding procedure. However children are happy, settled and access a varied range of activities which promote play and learning well. The childminder works closely with parents and is forming partnerships with other providers to promote continuity of care and development. She has established good systems to observe, assess and record what children can do and uses this information to inform her planning. The childminder has recently commenced childminding and has therefore not yet fully established a system to evaluate her performance and plan for ongoing improvement. Records are generally well maintained.

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:

- take necessary steps to safeguard and promote the welfare of children by implementing an effective safeguarding procedure with regard to making appropriate referrals (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 16/08/2011

- keep accurate daily records of the children's hours of attendance (Documentation)(also applies to both parts of the Childcare Register).

03/08/2011

To improve the early years provision the registered person should:

- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

## **The effectiveness of leadership and management of the early years provision**

Children are not effectively safeguarded because the childminder does not have a secure understanding of the process to follow if she was to have concerns about a child in her care. She has an appropriate awareness of the possible signs of abuse and a written policy which is shared with parents. However she is unsure at what point it would be necessary to pass information on to the local safeguarding children's board. Consequently children's welfare is compromised. Most legally required documentation is in place to support children's welfare although the childminder does not complete accurate records of children's hours of attendance on a daily basis. The oversight in her paperwork means she has failed to meet the requirement and this reduces the effectiveness of her procedures. The childminder promotes children's safety by undertaking robust risk assessments of her premises and any outings and by maintaining close supervision at all times. All adults in the household have been suitability vetted.

The childminder engages with parents well which helps to ensure that they are fully informed and included at all times. They learn about what their children have done during the day through conversations, the daily diary and regular opportunities to look at children's observation and assessment records. Parents comment positively on the service the childminder provides and in particular welcome her friendliness and the wide range of activities that their children take part in. The well-organised and homely environment creates an environment that is conducive to both learning and having fun. Children follow their home routines and flexible planning allows them to follow their own interests.

The childminder has not yet cared for any children who have special educational needs and/or disabilities. However she has a clear understanding of the importance of working with other professionals to provide a good level of support for such children when the need arises. This also applies to children who attend other early years provision to help ensure continuity of care and learning.

The childminder has recently begun to evaluate her practice. This is a new process and systems for doing this are still in their infancy and do not yet fully include the views of others. The childminder can see how these systems can help her to identify her strengths and any areas that she can further develop in the future. The childminder is committed to personal development and has attended some training to support her services. She also regularly meets with other local

childminders to share good practice.

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

Children enjoy their time with the childminder and relate confidently to her and to members of her family. The childminder provides a broad range of interesting activities and understands that they learn as they play. She spends time getting to know each child's likes, dislikes and individual comforts which helps children to settle well and quickly gain a sense of belonging. Systems to observe and assess what children can do are in place and the childminder has created records of each child's learning journey. This information is used effectively to plan for individual children's next steps.

Children use their imagination well and have plenty of opportunities to be creative. A 'going on holiday' topic provided children with lots of fun and also supported their development in many areas of learning. The childminder made a template of a suitcase so that children could cut out clothes pictures from magazines and choose which ones they wanted to glue onto their case. They made their own passports and sent postcards which effectively promoted their understanding that words carry meaning. The garden was transformed into a beach using blue plastic for the sea and a sandy coloured rug for the beach. Children relaxed on their beach towels and deck chairs and used buckets and spades during their play. The childminder also taught the children a song about five little creatures in the sea which fitted in really well with the theme.

Children are beginning to develop an understanding of the wider world through planned activities, discussion with the childminder and through access to a good range of resources that are representative of diversity. Children celebrate their birthdays and some other special days such as Diwali, Christmas and the Chinese New Year. Activities are adapted so that all children can join in. The childminder helps children to learn about the environment as they visit groups, the library and places of local interest such as recreational areas. All children enjoy regular fresh air and exercise. They take part in activities such as bug hunts and regularly visit the local parks to extend their physical skills on the large play equipment.

Children's health and well-being are well promoted because the childminder is a positive role model and helps children learn through daily routines. They are beginning to understand why thorough hygiene and personal care routines are important to promote their good health. Children receive meals and snacks which their parents provide, therefore their dietary needs are met. Drinks are readily available to ensure that they remain hydrated throughout the day.

Children behave well and are developing an understanding of what is right and wrong. They are learning to share, take turns and show care and concern for each other. The childminder positively reinforces safe practices so that children become aware of potential dangers such as keeping away from the stairs or the kitchen. They respond to gentle reminders about safety when these are needed. Outside of

the home road safety is effectively practiced so that children learn to cross roads sensibly and carefully.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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 (Arrangements for safeguarding children) 16/08/2011
- take action as specified in the early years section of the report (Records to be kept) 03/08/2011

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 specified in the early years section of the report (Arrangements for safeguarding children) 16/08/2011
- take action as specified in the early years section of the report (Records to be kept) 03/08/2011