

Inspection report for early years provision

Unique reference number	EY271018
Inspection date	25/10/2011
Inspector	Christine Hodge
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 registered in 2003. She lives with her husband and four school age children in Erith, within the London Borough of Bexley. Minded children have access to the whole downstairs of the childminder's home and a small, fully enclosed outside play area. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years. She is currently minding one child in this age group on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder's knowledge of the Early Years Foundation Stage requirements is not sufficient to support individual children and ensure their welfare and learning needs are met. Consequently, arrangements for safeguarding children are inadequate and several of the specific requirements which have a significant impact on safeguarding children and their welfare are not met. Although the childminder takes some steps towards protecting children's welfare, she does not have a clear understanding of safeguarding issues or procedures. Children play with a limited range of resources, but none promote children's understanding of diversity. The childminder provides parents with some information about her service and talks to them about children's play; however, she does not build links with other early years settings where children attend. The childminder has an understanding of assessing her service and is willing to improve her knowledge; however, she has inefficient systems in place to evaluate practice and identify strengths and priorities for development to maintain continuous improvement and enhance outcomes for 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:

- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals, ensuring all areas of learning are covered equally (Organisation) 31/01/2012
- undertake sensitive observational assessment in order to plan to meet the children's individual needs (Organisation) 31/01/2012

- request written permission from parents at the time of each child's admission for seeking any emergency medical advice or treatment in the future (Promoting good health) 31/10/2011
- provide parents with details for contacting Ofsted and explanation that they can make a complaint to Ofsted should they wish (Safeguarding and promoting children's health) 31/12/2011
- conduct a risk assessment and record when it was carried out and by whom; regularly 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 equipment) 31/10/2011
- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum, with particular regard to the bathroom, garden and playroom, including the removal of the treadmill (Suitable premises environment & equipment) (also applies to both parts of the Childcare Register) 31/10/2011
- keep and implement an effective safeguarding children policy and procedure (Safeguarding and promoting children's welfare) 02/11/2011
- provide parents with information regarding the procedure to be followed in the event of a child going missing, and the procedure to be followed in the event of a parent failing to collect a child (Safeguarding and promoting children's welfare) 02/11/2011
- keep and implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities (Safeguarding and promoting children's welfare). 02/11/2011

To improve the early years provision the registered person should:

- update knowledge of safeguarding issues, with particular regard to the Local Safeguarding Children Board procedures, to safeguard and promote the welfare of all children
- develop systems of reflective practice and self-evaluation to identify the setting's strengths and priorities for development, in partnership with parent's and children's involvement that will improve the quality of provision for all children
- develop knowledge and understanding of the Early Years Foundation Stage to support children individually to make progress towards the early learning goals
- provide a range of resources that promote positive images of gender, culture or disability to help children learn to value difference
- liaise with other early years settings children attend in order to provide continuity and coherence in children's care, learning and development.

The effectiveness of leadership and management of the early years provision

The childminder's limited knowledge of the Early Years Foundation Stage requirements and guidance means that children are not safeguarded adequately and their learning and development is not suitably fostered. Consequently, this lack of knowledge results in a number of specific legal requirements not being met, compromising children's overall safety, welfare and wellbeing. Although she has updated her first aid training, the childminder has very little knowledge of child protection issues and is not familiar with Local Safeguarding Children Board procedures. This failing puts children at risk of harm.

Some safety precautions are in place in the childminder's home, but she has not completed the required risk assessment and several potential hazards directly endanger children's safety. For example, a large treadmill running machine is stored in the playroom and several bottles of cleaning fluids are very accessible to children in the bathroom. Also, the outside area is rather cluttered, with a very low plastic washing line strewn across the area where children play. These hazards clearly demonstrate the childminder's lack of understanding of how to ensure that the outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.

The childminder has a record of the children's attendance, together with an accident and medication record book. However, she does not meet a number of legal requirements relating to documentation. For example, the childminder has not requested consent from parents for seeking emergency medical advice or treatment. Nor has she created a complaints procedure providing parents with details for contacting Ofsted, should they wish to make a complaint. The childminder keeps parents verbally informed about activities when children are collected, but does not liaise with other settings children attend to help her to provide consistency and continuity in their learning.

The childminder welcomes all children and families into her home, however, she does not have any resources that promote positive images of gender, culture or disability to help children learn to value difference. Overall, play resources do not challenge children's learning and development across the six areas of learning, or provide opportunities for children to make sufficient choices about their play.

Since her previous inspection, the childminder has addressed the recommendations and attended training on the Early Years Foundation Stage and on self-evaluation. However, because she has only recently started to care for children in the early years age group, much of the knowledge she gained several years ago has since been forgotten. Although she has filled in an Ofsted self-evaluation form, the information provided has not been used to evaluate her provision or to identify future improvements. However, the childminder is positive about attending future training and working with the local authority to improve her practice. She has also suggested that she may do some voluntary work in a pre-school to help her

develop her knowledge of the Early Years Foundation Stage.

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

The childminder does not understand the learning and development requirements for the Early Years Foundation Stage and therefore, she does not meet some of the legal requirements. The childminder does not have any information about children's starting points. Neither does she complete observations or assess children's progress towards the early learning goals. This lack of information and understanding means the childminder has no way of knowing if children are making sufficient progress in their learning and development. As a result, the childminder does not provide adequate play resources or offer sufficient age appropriate, planned activities that provide challenge for children's individual learning and help them to make progress across the six areas of learning.

Children are happy and settled with the childminder. They enjoy playing with modelling dough, but have few other opportunities to develop their creativity or imaginations. Although children can draw and paint, the resources, such as the very small pallets of paint and very thin paint brushes and crayons are more suited to older children. Children also have access to a doll, but very few other role play resources to extend their play. The childminder talks to children about what they are doing to encourage their language development. She uses activities to help children to recognise colours and takes children to the library at the children's centre to choose books. Children enjoy building with blocks and have access to a few puzzles for problem solving.

The childminder's home is generally clean and maintained. However, lighting in the play room is poor, due to the closed curtains and a single light bulb. Children are learning appropriate personal hygiene routines, such as hand washing before meal times and after using the toilet. They are provided with generally healthy snacks and have some opportunities to be active. For example, walking to the library and riding on bikes in the garden. Relationships with the childminder are positive and children are developing appropriate social skills, such as sharing and taking turns.

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	4
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	3
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:

- 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, ensuring that all necessary measures are taken to minimise any identified risks (Suitability and Safety of Premises and Equipment) (also applies to the voluntary part of the Childcare Register) 31/10/2011
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. and share this with parents (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 02/11/2011
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email and share this with parents (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 02/11/2011
- take action as specified in the early years section of the report (Suitability and Safety of Premises) (also applies to the voluntary part of the Childcare Register). 02/11/2011

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 (Suitability and Safety of Premises) 31/12/2011
- take action as specified in the compulsory requirements of the Childcare Register (Suitability and Safety of Premises) (Arrangements for safeguarding children) (Procedures for dealing with complaints). 31/10/2011

