

Inspection report for early years provision

Unique reference number	EY356295
Inspection date	11/12/2009
Inspector	Vivienne Rose
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 was registered in 2007. She lives in a three-bedroom-house situated on a modern housing estate. The childminder shares her home with her four children aged one, seven, 12, and her adult son. The family live in the Haggerston area of the London Borough of Hackney. The areas of the home used for minding are the lounge and the hallway and the toilet of the first floor. The garden is not used at present. The childminder is registered to care for a maximum of four children at any one time, of which no more than two may be in the early years age range. She is currently minding two children in this age range.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects and takes children to the local Children's Centre. At the time of inspection there were no children present.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are welcomed into a caring, relaxed environment. The childminder is committed to improving her service and has attended various courses to update her knowledge. However, the childminder has a limited knowledge of the Early Years Foundation Stage and the requirements of regulation. As a result she is in breach of several regulations. Systems to plan and support children's learning have not been established. Partnership with parents is satisfactory, however there are no systems in place for self-evaluation.

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:

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| • keep a risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) | 22/12/2009 |
| • improve knowledge and understanding of the EYFS so that children can be provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes) | 18/01/2010 |
| • ensure that a record is maintained of the children | 11/12/2009 |

looked after on the premises and their hours of attendance (Documentation) (also applies to the compulsory part of the Childcare Register)

- ensure that written parental permission is requested at the time of the child's admission to seek emergency advice or treatment (Safeguarding and welfare) 11/12/2009
- maintain written details on the premises of children's full name; date of birth; name and address of every parent and carer known to the provider; which parent the child normally lives with; emergency contact details (Documentation) (also applies to the compulsory part of the Childcare Register) 11/12/2009

To improve the early years provision the registered person should:

- obtain written parental permission for children to take part in outings
- further develop equality of opportunity and anti-discriminatory practice with particular regard to developing children's knowledge and the range of resources available to promote their understanding of the wider world
- update the policy for safeguarding to include relevant details as set out in the guidance and legislation for the Local Safeguarding Children Board (LSCB); to include the procedure to be followed in the event of an allegation being made against the provider

The effectiveness of leadership and management of the early years provision

The childminder has a suitable awareness of how to protect the children in her care. She has a written safeguarding procedure which is shared with parents. The childminder demonstrates that she is clear about the signs and symptoms of abuse and what to do if she had concerns about a child in her care. However, the procedure does not contain up to date information about the requirements of the Local Safeguarding Children Board procedures or what the provider would do if allegations were made against her. The provider demonstrates that she carries out some safety measures, including a risk assessment for outings and practicing fire drills to ensure the children's welfare. However, several of the requirements of regulation are not being met including holding information on children, maintaining a register with arrival and departure times and carrying out a risk assessment. This is in breach of statutory legal requirements. There are effective systems in place to record accidents and incidents and the childminder is trained in current first aid practice. In addition, the childminder checks her home each day, provides safety gates and childproof locks on cupboards to ensure their well-being. All members of her family have obtained checks for their suitability to safeguard the welfare of children. The childminder is fully aware of children's medical and dietary needs although this information is not on record. In addition, at present she does not have written consent from parents for children to take part in outings or for children to obtain emergency medical treatment or advice to ensure the welfare of children.

The childminder provides a satisfactory selection of resources for children which are easily accessible and stored at low-level. The childminder uses a range of local community facilities with the children to support their learning experiences. However, there are a limited range of resources to provide children with the opportunities for children to access positive images of the community to support children's understanding of the wider world.

The childminder has attended several training courses to support her learning and development including observation and record keeping, however she has not yet linked this learning to her practice with the children. As a result there are no systems in place to observe or evaluate children's progress towards the six areas of the early learning goals. She is also due to attend a training course on safeguarding in the future. The childminder shares information verbally with parents on a regular basis about children's play and parents share her written policies and procedures, including a complaints procedure. However; the childminder is not undertaking regular observations and assessments of children's achievements. This means that she is unable to share relevant information with parents to enable them to be involved in supporting their own child's learning whilst in her care.

The provider has not yet carried out self-evaluation although she has plans for the future including the development of her garden for play, and to attend further training to obtain a higher qualification, as she wishes to improve the service she provides for children in the future.

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

The childminder provides a friendly, relaxed home environment. Children can access play resources easily and the childminder regularly provides activities such as painting, sticking and gluing. There are times of the day when children have the opportunity to sit together with the childminder to read stories and to sing rhymes and songs. Children have access to books, puzzles, construction and soft toys. Props are available for children to develop their imagination, for example, a home corner unit and dressing up clothes and telephone. Children have regular opportunities to mark making when they use the painting easel and when they have the access to writing materials such as chalks and crayons to promote their writing skills. The childminder does not undertake any observations and therefore has not identified the developmental stage of each child. Consequently she is not able to meet the children's individual needs. The childminder demonstrates that she has some awareness of children's development and their likes and dislikes. However; she is unable to demonstrate how she offers experiences and activities to support their progress towards all six areas of learning to their best effect.

The provider provides the children with regular opportunities to access outdoor play areas which supports children's physical development and well-being. The childminder demonstrates that she provides opportunities for the children to learn about the environment and to take part in cold cookery activities, talk about the local mosque and different forms of worship. The childminder provides a menu

which supports children's good health, for example, breadsticks and plenty of fresh fruit is given as snacks and water is available for them throughout the day. She discusses the children's likes and dislikes with parents to ensure that she provides for dietary requirements to ensure that children's needs are catered for. This helps children feel comfortable and settled. The provision of scissors and stacking bricks supports the development of children's fine motor skills. The childminder demonstrates that she supports children to learn positive behaviour and that she helps children to share and take turns. This is further supported by praising them and by giving them stickers and treats when they behave well. This helps them to learn right from wrong.

The childminder has developed some links with the local children's centre that the children attend and shares information about the children's day to promote some continuity of care.

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

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
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	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	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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 11/12/2009
- take action as specified in the early years section of the report 11/12/2009

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 11/12/2009