

Inspection report for early years provision

Unique reference number	EY405536
Inspection date	08/12/2010
Inspector	Pamela Bailey
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 2010. She lives with her father and four children, one aged seven years and the others in their teens. The family live in the London Borough of Lewisham, close to shops, schools, parks and public transport links. The whole of the first floor of the childminder's home is used for childminding, with the exception of the bedroom.

The childminder is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group, both of whom attend on a part time basis.

The childminder walks to the local nursery school to collect children.

The childminder holds an appropriate early years qualification to at least NVQ level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not sufficiently promoted because the childminder is not fully aware of some aspects of the Early Years Foundation Stage. Systems to evaluate practice are not robust enough to provide the childminder with an accurate appraisal of its effectiveness and what she needs to do in order to secure improvements. Appropriate arrangements exist to ensure children's health and safety in some areas. Children are settled, enjoy their learning and adequate relationships with parents ensures that the individual needs of children are met. Consequently, children are making steady progress in their learning and development.

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:

- carryout a risk assessment for each type of outing and review it before embarking of each specific outing (Safeguarding and promoting children,s welfare) 24/12/2010
- conduct a risk assessment that identifies aspects of the environment that need to be checked on a regular 24/12/2010

basis and maintain a record of these particular aspects and when and by whom it was carried out. Regularly review the risk assessment, at least once a year (Suitable premises, environment and equipment)

- take reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment)
- 24/12/2010

To improve the early years provision the registered person should:

- develop further understanding of safeguarding children issues and be able to implement the safeguarding children procedures in accordance with the Local Safeguarding Children's Board (LSCB) guidance and procedures
- improve understanding of the procedures for dealing with concerns and complaints from parents
- develop further children's independence by making fresh drinking water readily available for children to help themselves
- improve the range of resources and activities to promote positive attitudes towards diversity and where necessary help children to value aspects of their own and other peoples lives
- provide regular opportunities for children to practice the emergency evacuation procedures so that children become familiar with the routine in the event of an emergency
- improve opportunities for parents to be involved in supporting their child's learning, contribute their views and suggestions, and be involved in the decision making about the provision
- established effective working relationships with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care for children attending other settings
- develop systems for self-evaluation, for example, by using the Ofsted self-evaluation form and quality improvement processes as the basis for ongoing internal review - assessing what the setting offers against a robust and challenging criteria
- improve the assessment arrangements to provide a clearer link with the expectations of the early learning goals and a secure basis on which to plan the next steps of children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has an insecure knowledge and understanding of child protection issues and how to safeguard children. The childminder has taken reasonable steps to eliminate most risks to children. However, dangerous substances stored on the bathroom and toilet floor and are easily accessible. This poses an element of risk to children's safety. The environment does not reflect or promote positive attitudes to diversity. With the exception of a few books and one doll, there is an insufficient range of positive images and resources that help children to develop a positive sense of identity, value themselves and respect differences in others.

The childminder encourages parents to share what they know about their child. There is a regular exchange of information through daily discussions and a daily diary which ensures parents are kept informed about their child's well-being, development and activities. However, parents do not receive sufficient information about the complaints procedures because the childminder is not familiar with the procedures to be followed if a parent makes a complaint in writing. Letters received from parents include positive comments in respect of the service provided by the childminder and their children's achievements. However, opportunities to actively involve parents in contributing to the decision making about the provision and their own children's learning and development have not been fully explored. Furthermore, the childminder has not established effective working relationships with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care for children attending other settings.

Most documentation required for the safe and effective management of the setting are in place. However, the childminder does not keep a record of the risk assessments carried out inside her home or on outings, as stated in the specific legal requirements. Self-evaluation fails to identify a number of significant weaknesses and is therefore is not sufficiently robust enough to ensure that the childminder focuses on the most significant areas in need of development, in order to provide consistently good outcomes for children.

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

Children are content and enjoy the time they spend in the childminder's care. Children develop at their own rate, making steady individual progress. Information gained from parents about the children's starting points and the childminder observations of children's achievements is used to support children as individuals. However, assessments do not provide a secure basis on which to plan the next steps in children's learning because these are not sufficiently matched to the expectations of the early learning goals.

Children have developed a warm and trusting relationship with the childminder who is responsive to their individual needs. They freely explore the environment making choices, instigating play and express their feelings and needs both verbally and non-verbally. The childminder demonstrates a positive attitude towards learning through play. She uses lots of praise and encouragement to build children's confidence and self-esteem, presents activities in a lively and enthusiastic manner, and responds to children's interests.

Children's early communication skills are developing well. They enjoy listening to stories and become involved by helping to turn the pages. They respond with sounds, words and gestures. The childminder is very expressive in her tone. She talks to children at all times during play incorporating additional learning such as identifying colours, shapes and numbers. Children are beginning to join in action songs that help to develop their coordination. Their creative and imaginative

development is encouraged through activities such as listening to and playing music, dancing, role-play, singing and painting. Children enjoy exploring and experimenting with programmable toys. They show delight at the different sounds and flashing lights when they press the buttons.

Children are beginning to learn how to keep themselves safe. They learn about road safety through activities and how to use pedestrian crossings when out and about in the community. However, emergency evacuation routines are not carried out inside the home to ensure that children develop an awareness of the routine to be followed in an emergency situation. From an early age, children learn the importance of good personal hygiene through daily routines and gentle reminders. The childminder's own appropriate practices prevents cross infection. Children benefit from nutritious meals and snacks which help them to develop healthy eating habits and babies receive drinks according to their needs. Although water is served at meal times, fresh drinking water is not readily available for children to help themselves and encourage them to think about their own personal needs.

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	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	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	3
The extent to which children achieve and enjoy their learning	3
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	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:

- ensure that you are familiar with issues of child protection and procedures to safeguard children from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 24/12/2010
- undertake a risk assessment of the premises and equipment and ensure 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) 24/12/2010
- devise 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 (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 24/12/2010

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:

- taken action as specified under the compulsory part of the Childcare Register (Arrangements for safeguarding children) (Suitability and safety of the premises and equipment) (Procedures for dealing with complaints). 24/12/2010