

Inspection report for early years provision

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<b>Unique Reference Number</b>	160063
<b>Inspection date</b>	19 June 2007
<b>Inspector</b>	Carolyn Mary Hasler

<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Childminding

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The childminder has been registered since 2001. She lives with her husband and one adult child in Ponders End, an area within the London Borough of Enfield. The whole of the ground floor and part of the first floor is used for childminding. There is a fully enclosed garden for outside play. The property is in walking distance to local transport, schools and shops. The childminder is registered to care for four children. There are currently four children on roll.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children are healthy and are generally well looked after. Young children learn about hygiene through play and by accepting support and help. However, children's independence is not encouraged, their hands and faces are washed for them and children learn to accept this as normal. They do not try to achieve small tasks for themselves. Nappy changing routines are regular throughout the day and follow young children's needs. However, hygiene is lacking as the changing mat is not wiped between each child using it, to prevent the spread of infection. This means that children's health is not fully protected.

Children learn about the functions of their own bodies through play, acknowledgement of body changes and support from the childminder. With good links from home, the childminder introduces the next steps in toilet training and gives support to children. Older children have access to the first floor bathroom which they use independently. Children's individual sleep routines are respected and the childminder ensures that bedding is changed regularly. Children sleep at floor level and the childminder ensures the safety of children while they sleep. The premises is well presented and the childminder has good cleaning routines in place, ensuring that floors are cleaned daily. Children play with clean and well presented resources.

Young children have access to fresh air and exercise most days. They experience fresh air when picking older children up from school. They enjoy visiting the park and using the rear garden in the summer time. During school holidays, particularly the winter months, this is limited as children do not get the same opportunities. Babies develop large muscle movement through playing games such as standing with support, kicking to make objects swing or against other static objects. Babies are encouraged and show early signs of controlling their own mobility. Young children move around their environment confidently at different speeds. They negotiate objects in their paths, showing a sense of their own space and that of others and building strong muscle control.

The childminder has systems in place to record accidents and the administration of medication. She ensures that children can access immediate first aid in the event of an accident because she holds a valid first aid certificate and ensures that her first aid kit is always close at hand. The wellbeing of children is considered when sick, through good verbal communication with parents. Young children grow and develop emotionally because the childminder provides a secure relationship in the absence of parents, offering children kindness, comfort and friendship.

Children receive regular meals while attending the setting. All meals are provided by parents, however the childminder ensures that all foods are stored appropriately. She shares with parents, how children have eaten. However, young children appear uncomfortable at meal times as the childminder does not have appropriate furniture to ensure their comfort, for example, a small table and chairs or high chair. Children do not attempt to feed themselves because they are not given the opportunity to touch food and are not given appropriate cutlery to practise feeding themselves. This means that their independence skills are not supported. Children are offered drinks throughout their day with the childminder. Older children receive a healthy snack after school.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children are not sufficiently safeguarded from harm. The childminder has insufficient knowledge and understanding of safeguarding issues and is unclear what to do in the event that she has concerns about the wellbeing of a child within her care. The childminder does not have a copy of her local authorities guidance and procedures should she have concerns. This means that vulnerable children's safety and welfare are at risk.

Young children feel welcome when they arrive, they can easily access a variety of brightly coloured good quality play equipment which has been stored at floor level. Children have access to the whole of the ground floor which has been well set out so that they can move around easily between the kitchen and sitting room, through to the lounge. They have comfortable places to rest should they become tired and the floors are practical for young children to play comfortably.

While babies and young children are greeted with a variety of brightly coloured and exciting equipment, older children attending after school are offered less choice. Older children use the family's computer and watch the television. The setting lacks a variety of appropriate activities for this age group, such as art and craft and games.

The childminder has taken measures to ensure that children can play while staying safe. They learn about their own safety because the childminder talks about safety while they play. The use of a buggy and wrist restraints ensures that babies and young children are safe while walking along the road. Older children learn about road safety as they practise road craft skills and learn to become street wise. More able children are aware that they must not open the front door but inform the childminder if she isn't aware that there is someone there. However, she ensures they know how to open the door in an emergency. Fire safety precautions ensure that the premises can be evacuated quickly and easily. Fire evacuation has been discussed with children.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Babies and young children are enthusiastic and self assured in the setting's welcoming environment. The childminder and her family members are friendly and this helps young children to settle quickly into their day. They enjoy their time at the setting where they can play, be active or quiet in accordance with their interests and needs. Children become skilful communicators, babies express their pleasure and interest through a series of sounds, gurgles and gestures while toddlers listen and respond to others appropriately and build on existing vocabulary. They hear lots of language around them and toddlers enjoy books, reading the pictures, they execute simple sentence construction to explain to the childminder about what is happening in the book. Young children enjoy the selection of toys which they can access for themselves, babies explore toys using all their senses building a sense of the world around them.

Children's creative and imaginative development is not sufficiently extended as children are offered few opportunities to explore messy play or enjoy art and craft activities. Older children are offered limited activities and choose between the television, computer or home work. This limits children's potential to develop creatively.

### **Helping children make a positive contribution**

The provision is inadequate.

Whilst children who attend the setting come from a variety of cultural backgrounds, the childminder lacks sufficient knowledge regarding how to promote equality of opportunity and anti-discriminatory practice. She acknowledges a limited amount of festivals with the children, such as Eid and Easter, but makes little other provision to teach children about differences. Toys and play resources for example books, imaginary play materials and small world equipment, lack positive representation of culture, gender and disability. As a result, children lack opportunities within their play to explore and learn about the world around them.

The childminder isn't currently caring for any children with learning difficulties and/or disabilities. Although the childminder has attended training in the past on inclusive play and attitudes to disability and shows a satisfactory understanding of special needs, she is reluctant to work inclusively.

Children build good relationships with each other because the childminder invests time in helping children understand how to play co operatively with one another and offers a warm and caring environment to play in. The childminder's strategies are effective and respect each child's level of understanding and, as a result, children model this behaviour. Children learn to be careful of young babies and show care and consideration toward them, showing them toys touching and speaking to them gently.

The childminder builds relationships with parents through firm foundations during the settling in period and shares information with parents about their child's day. Although the partnership with parents is secure, the complaints procedure is not in line with current changes in regulation. The childminder demonstrates little knowledge of how to record, report or manage complaints. This is a breach of regulations.

## **Organisation**

The organisation is inadequate.

Whilst the childminder has taken adequate steps to minimise risk in the environment and has ensured relevant persons have completed vetting procedures, children's safety is at risk because she has failed to keep herself sufficiently informed of relevant safeguarding issues. The childminder works within her registered numbers and ensures that parents see a copy of her registration document which is displayed on the wall. The premises have been well planned to ensure that children can gain easy access to resources and can move around comfortably. Documents to underpin the service such as contractual agreements and children's records are generally in place with one exception. Paperwork is generally well organised. However, the childminder has insufficient knowledge of the regulation regarding complaints and has failed to address past actions and recommendations. This shows a lack of understanding and commitment to the National Standards which compromises children's well-being and limits their potential.

As a result, the childminder fails to meet the needs of the range of children for whom she provides.

## **Improvements since the last inspection**

At the last inspection the childminder agreed to ensure that children could not access hazardous equipment, fluids or areas of the house not used for minding. The premises has been risk assessed and made safe. This means that children's day to day safety has been maintained.

The childminder also agreed to devise a procedure for the care of sick children. Although this has not been formalised, the childminder discusses a sick policy with parents during initial visits. This means that children's health and well being is sufficiently monitored and cared for in partnerships with parents.

The childminder was asked to develop her knowledge and understanding of child protection and ensure that she obtains a copy of her areas child protection procedure. The childminder has taken no action to improve her knowledge and understanding of how to safeguard children. This means that vulnerable children's safety and welfare is not being safe guarded.

The childminder also agreed to develop her knowledge and understanding of equal opportunities and build on anti-discriminatory toys and equipment. However, again no action has been taken

and this impacts on children's ability to relate to others, respecting difference and the development of their own self image.

The childminder agreed to build on outdoor play equipment. Although there is a small variety of outdoor play equipment for young children, there is no equipment for school age children. This means that they get very little opportunity to exercise while attending the setting.

Lastly the childminder was asked to provide a complaints procedure. Although this was provided, the information is now out of date and the childminder has failed to update her procedure in line with changes in regulation. This means that parents right to redress is limited.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- develop knowledge and understanding of how to safeguard children
- develop knowledge and understanding of equality issues and provide a variety of play opportunities and resources
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and keep a record of any complaints relating to the National Standards and any action taken.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)