

Inspection report for early years provision

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| Unique reference number | EY349134 |
| Inspection date | 17/11/2008 |
| Inspector | Christine Lynne Hodge |
| Type of setting | Childminder |

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since March 2007. She lives with her 18 year old daughter in a two bedroom ground floor flat in Plumstead in the London Borough of Greenwich. The whole of the flat is used for childminding, except for the small front bedroom. The garden is not included in the registration.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time and is currently minding three children under five years, one of whom is in full time school.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder's lack of knowledge of the Early Years Foundation Stage means that children's learning and development is not effectively promoted. The absence of observations and assessments together with insufficient planning means that the childminder is unable to provide for individual children across all areas of their learning or to plan for the next steps in their learning. Although the childminder has developed a close working relationship with parents she does not have any systems in place to involve them in their children's learning. The childminder also has no systems in place to evaluate her childminding practice in order to identify areas for development. She promotes children's welfare, ensuring they are safe and secure.

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:

- develop knowledge and understanding of the Early Years Foundation Stage (Qualification, training, knowledge and skills) 28/02/2009
- provide children with a wide range of activities and play experiences which promote all six areas of their learning and development (Early learning goals) 28/02/2009
- devise an effective system for observation and assessment which is used to plan for children's individual needs and to move them on to the next stage of their learning (Assessment arrangements) 28/02/2009
- develop a system for activity planning which involves parents and takes into account children's starting 28/02/2009

points, interests, abilities and individual needs.
(Educational programme)

- conduct a full risk assessment of the premises which is reviewed at least once a year or more frequently where the need arises ((also applies to the both parts of the Childcare Register) (Suitable premises)

28/02/2009

The leadership and management of the early years provision

The childminder does not have the necessary knowledge and understanding of the Early Years Foundation Stage to ensure that children make sufficient progress across all areas of learning and development. Her weekly activity plan is ineffective because it is not linked to the early learning goals or based on observations and assessment gained from children or their starting points.

Although the childminder is committed to improving her English, which is not her first language, she does not have any means to evaluate the strengths and weaknesses of her childminding practice or what she provides for children. As a result she is unable to identify areas for improvement and development. All required documentation is appropriately maintained although the childminder does not have any written policies and procedures which promote her practice.

The childminder's home is sufficiently well organised to help children have some opportunities to become independent and to keep them safe. The childminder is clear about her role and responsibility about safeguarding procedures in order to protect children. She is committed to ensuring her service is inclusive for all families. Parents are made to feel welcome and receive information about their children's care through feedback at the end of the day. However, as there is no system in place for tracking children's progress and development she is unable to share this information with parents and keep them involved in their children's learning.

The quality and standards of the early years provision

Children are not provided with sufficient opportunities to help them make progress across all areas of learning and development. Planning is ineffective because it does not take into account children's starting points, their interests, likes and individual needs. There is no system in place for recording child observations and identifying the next steps in their learning.

The childminder plans a simple, flexible, weekly routine which includes trips to the local park and shops and listening to stories, together with painting and drawing activities. Children are able to self-select what they want to play with from a suitable range of age appropriate play resources. The childminder sits with children and joins in their play; however, her insufficient knowledge and understanding of the learning development requirements means that children's learning and development is not sufficiently extended during their play. Children relate well to

her and are happy and confident in her care. They are given lots of praise and encouragement to promote their self esteem.

Inclusion within the setting is actively promoted as the childminder welcomes all families regardless of culture, language, religion or ethnic background. The childminder, whose first language is French, provides children from French speaking families with good support and a home from home environment. Children for whom French is not their first language have opportunities to learn a second language. Although the childminder works in partnership with parents with regards to children's care, there are no systems in place which enable her to gather information about children's starting points or to track children's progress through observing what children can do. As a result parents are not actively involved in their children's learning.

The childminder ensures that children's welfare is effectively promoted although she does not have any written policies and procedures in place to promote her practice. She has obtained all necessary consent forms from parents and has appropriate systems in place for recording children's attendance, accidents and medication. Her home is clean and safe and is checked daily before children arrive, although a written risk assessment has not been completed. She has a secure knowledge of safeguarding procedures in order to protect children. The childminder strives to provide children with healthy snacks and meals and has appropriate procedures in place for minimising the risk of cross infection.

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

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 4 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 4 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 4 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 4 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 3 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 4 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 4 |
| How well are children helped to make a positive contribution? | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 4 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 (Suitable premises) 28/02/2009

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 (Suitable premises). 28/02/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.