

Inspection report for early years provision

Unique reference number	EY305312
Inspection date	01/10/2008
Inspector	Pamela Bailey
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 lives with her husband and two children aged seven and nine years. They live in a first floor, three storey maisonette in the North Brixton area situated within the London Borough of Lambeth. The whole of the premises except for the master bedroom is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for three children in the early years age group. She is registered on both the compulsory and the voluntary parts of the Childcare Register. There are currently two children under five years on roll, both of whom attend on a part time basis. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder does not promote all aspects of children's welfare, learning and development. Limited assessments mean that children are not safe and secure and practice is not inclusive for those children who attend. The childminder has no systems in place to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care for individual children. Ineffective partnership with parents/carers means that the childminder has limited knowledge of each child's background and needs and parents are not involved with their children's care and education. The childminder has recently attended training in relation to the Early Years Foundation Stage Framework. However, this has not had any impact in bringing about any improvements in the outcomes for children because the childminder has not developed a system to evaluate or review the effectiveness of her early years provision.

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 procedures to be followed in the event of an allegation being made against you or a member of your household (Safeguarding and promoting children's welfare) also applies to both parts of the Childcare register 15/10/2008
- make sure that children are unable to leave the premises unsupervised (Safeguarding and promoting children's welfare) also applies to both parts of the Childcare register 15/10/2008
- obtain written parental permission to seek emergency medical advice or treatment (Safeguarding and promoting children's welfare) 15/10/2008
- conduct a risk assessment of the premises, review it 15/10/2008

regularly and ensure that all necessary measures are taken to minimise any identified risks (Suitable premises, environment and equipment) also applies to both parts of the Childcare register

- increase knowledge and understanding of the Early Years Foundation Stage Learning and Development requirements and undertake sensitive observational assessment in order to plan and provide experiences to meet young children's individual needs as they progress towards the early learning goals (Organisation)

15/10/2008

To improve the early years provision the registered person should:

- maintain a two-way flow of information with parents and between providers and develop a system to ensure that parents can share information about their children's individual needs and achievements and contribute to their next steps for learning
- improve the range of resources that promote positive images of disability
- provide opportunities for children to practise the emergency evacuation procedures
- improve hygiene routines so that children learn good hygiene practices

The leadership and management of the early years provision

The childminder has limited knowledge and understanding of the Early Years Foundation Stage. Arrangements to ensure the welfare and learning of the children are not adequately in place. The childminder has not carried out a risk assessment, therefore many risks and hazards have not been minimised or eliminated to ensure children's safety and security overall. The childminder knows the procedures to be followed if she has a concern about a child in her care, however, she is not fully aware of the procedures to be followed if an allegation was made against her or a member of her household. The childminder has written policies and procedures which are shared with parents, however, these are not always used effectively to guide her in her practice. The childminder has attended several training courses, such as safeguarding children and Early Years Foundation Stage, and holds a valid first aid certificate. However, she has failed to identify the strengths and weaknesses of her provision and therefore has not been able to take specific action to secure improvements.

The childminder provides a sufficient range of good quality toys and resources and the main playroom is well organised to help children have opportunities to become independent. The childminder ensures that the children's basic care needs, activities in the home and the wider community are incorporated into the daily routine. However, there are no methods in place to monitor whether what is provided for the children is sufficient to promote learning across all areas or monitor children's achievements. The lack of monitoring and positive links with parents/carers and other providers means that inclusive practice is not promoted

effectively to ensure that all children are making steady progress and parents are actively involved in their children's learning.

The quality and standards of the early years provision

The childminder does not have a full understanding of the Early Years Foundation Stage learning and development requirements. Although the childminder sometimes praises the children she does not always sufficiently engage with the children or respond to their interests to encourage learning and enjoyment. For example, young children initiate singing through sounds and gestures but this is ignored and not enough emphasis is given to children who enjoy looking at their reflection in the mirror. Children have opportunities to begin to problem solve as they insert shapes but the childminder is not skilled at introducing additional learning or making the activity interesting to children by talking to them. Children appear to be bored. The childminder does not observe children in their play, assess their achievements or plan for children's next steps. Therefore she does not have a clear enough understanding of children's individual needs or systems to monitor children's progress. The childminder does not obtain information from parents relating to the child's starting point, culture or religion. Therefore she does not have a secure basis to build on what children already know or help children to acknowledge their own culture and see it as important. Children have easy access to age appropriate toys and books, some of which promote positive images of different culture and gender, although none reflect disability. Nonetheless, the educational programme does not fully support children's individual needs, learning and development towards the Early Learning Goals.

The childminder ensures children play in a clean environment. However, daily routines do not help children learn about good hygiene practices. For example, children are not supported or encouraged to wash their hands before eating. The childminder ensures that children have opportunities to be active and rest according to their needs. She provides healthy snacks and fresh drinking water. This encourages children to develop healthy eating habits from a young age. The childminder ensures that she knows about the children's dietary requirements. However, she has not obtained prior written permission from parents to seek emergency medical advice or treatment.

Children's safety is compromised. The childminder has not taken positive steps to ensure that the premises are safe and secure. She has failed to identify and take action to reduce risks and hazards in areas used by the children. For example, the low level lock on the front door means that children are able to leave the premises unsupervised and sharp knives stored in low level drawers are easily accessible to the children. The childminder does not supervise the children at all times. For example, very young children are left unattended in a room where electrical sockets are exposed. Children wander around in search of the childminder at the top of stairs which have not been made inaccessible and they have easy access to a cupboard in the hallway which stores cleaning fluids. Although the childminder has devised emergency evacuation procedures she has not practised these with the children, so that children can begin to learn how to keep themselves safe.

Furthermore, the gate situated at the end of the garden is locked with a heavy duty padlock and the key is not easily accessible in an emergency.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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 15/10/2008

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 15/10/2008

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.