

Inspection report for early years provision

Unique reference number	EY355260
Inspection date	09/10/2008
Inspector	Sandra Patricia Jeffrey
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 15 year old son. They live in a two bedroom house, located in Mitcham in the London Borough of Merton. The premises is within walking distance of local shops, parks and bus links. All areas of the home are used for childminding apart from the bathroom and main bedroom on the first floor. The childminder is registered to care for four children. She is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. There are currently four children on roll, all of whom attend part time, three children are within the early years age range and one child is in the later years age range.

Overall effectiveness of the early years provision

The childminder is caring towards children. Their learning and development needs are not effectively supported as the childminder has an ineffective understanding of the Early Years Foundation Stage Framework. Children are not making sufficient progress towards the early learning goals and their individual needs are not adequately met. The childminders weak understanding of regulatory matters such as, welfare, safeguarding and documentation, mean that children's safety and wellbeing is not always ensured. The childminder does not strive to provide high quality care and education. She demonstrates a poor attitude towards making improvements to the quality of provision to promote positive outcomes for all children.

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:

- ensure that the local guidance about what to do if there are concerns about a child is obtained, understood and is implemented to safeguard children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 23/10/2008
- provide a suitable range of equipment to meet the developmental needs of all children (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 23/10/2008
- carry out regular risk assessments and take reasonable steps to ensure the safety of children on the premises; keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or 23/10/2008

incident (Suitable premises, environment & equipment & Documentation) (also applies to both parts of the Childcare Register)

- ensure systems are implemented to enable effective planning and organisation that ensures every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 23/10/2008
- develop knowledge and understanding of equality of opportunity and anti-discriminatory practice and ensure that resources and activities are accessible and inclusive to all children (Organisation) (also applies to both parts of the Childcare Register) 23/10/2008
- ensure there are effective procedures in place to ensure the individual needs of all children are met (Organisation) 23/10/2208
- maintain a daily record of the names of the children looked after including their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 23/10/2008

To improve the early years provision the registered person should:

- obtain more information about each child's routines, culture, and family background to help foster children's sense of self and well-being more effectively
- reduce risks of cross infection by providing more appropriate hand drying facilities for children.

The leadership and management of the early years provision

Children are not effectively safeguarded. The childminder has an insufficient knowledge and understanding of what to do if she has concerns about a child's welfare. She demonstrated a lack of understanding of her role in safeguarding children and is therefore not meeting the regulations for this area. She does not have a copy of the local safeguarding guidance to refer to in an emergency, which would delay reporting concerns to the correct agencies. The risk assessment systems are weak; there are no records of risks assessed as are required, and not all risks within the home have been identified. The lack of adequate supervision when children are playing on the first floor, poses risks to their safety. A daily record of children's attendance is not maintained. This is a breach of regulation.

The service the childminder offers is not sufficiently well organised or planned to ensure that children's needs are fully met. The daily routine is not effective in supporting children's learning and development needs and gives limited opportunities for them to socialise with other children or visit different environments.

Observation, assessment and planning are not used to build on what children know and can do, in order to support their developmental progress. The childminder is not aware of how children learn and develop, as a result there are no systems in place for monitoring children's achievements; parents do not receive information about their child's progress. There are ineffective systems for sharing information with parents and as a result the childminder is unable to meet all children's needs. She has very little information about children's ethnicity, culture, and family backgrounds to help her foster children's sense of self and wellbeing effectively, or to ensure all children are valued and included. In addition there are very few resources or activities to support children in developing an awareness of other cultures and anti-discriminatory practice.

A lack of regular self-evaluation by the childminder, or an ability to keep up-to-date with changes in the early years profession, mean that key areas of improvement, to raise the quality of provision and promote positive outcomes for children, are not identified for action.

The quality and standards of the early years provision

Children are not being offered suitable experiences which support them in making progress in their learning. They are allowed to watch the television for great lengths of time each day which restricts their development opportunities. Children's enjoyment is limited by the childminder's weak knowledge and understanding of how to help children develop across the six different areas of learning.

The organisation of the environment allows children easy access to resources, as they are stored on the floor. They are however, limited in both quantity and quality, and therefore have little positive impact on the children's learning or enjoyment. The few resources available offer children limited opportunities to make choices about what to play with and as a result, inhibit them from becoming independent learners or decision makers.

The children do not receive adequate support in their play, due to the childminders lack of understanding of how to support children's learning. Resources to support their learning and development are also very limited, particularly in relation to literacy, numeracy, problem solving, and information and communication technology. Books are not readily available, so children have limited opportunities to read and enjoy stories. There is also a lack of resources such as puzzles and shape sorters, to provide children with opportunities to learn about shape and sizes.

Children are not encouraged to develop their skills through everyday situations and routines, beyond standing in front of a few posters reciting the letters, shapes and numbers. The posters are displayed out of children's reach, as the childminder does not want them to be damaged. This does not promote children's understanding of how to care for and look after belongings.

A very good selection of multi-cultural instruments are available for the children to

play with in the upstairs bedroom. This goes some way to supporting children's creative and cultural development.

The childminder displays a poor understanding of the need to ensure that children have appropriate experiences and resources that promote equality of opportunity and anti-discriminatory practice. Boys are told that they must not play with dolls, as these are only for girls, but that they must play with the cars, as these are for boys. This reflects the childminders lack of understanding of the regulations in relation to inclusion.

Parents provide all the children's food and drinks, which the childminder ensures is stored and reheated safely. The childminder is aware of safe medication administration and of the need to keep accurate medication records. Children wash their hands, but these hygiene practices are not reinforced by the hand drying facilities which pose 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

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?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

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?	4
How well are children safeguarded?	4

Quality and standards

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?	4
How well are children helped to stay safe?	4
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?	4
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 23/10/2008

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 23/10/2008

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.