

Inspection report for early years provision

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| Unique reference number | 136587 |
| Inspection date | 09/09/2008 |
| Inspector | Beverly Hallett |
| 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 in the Chislehurst area of the London Borough of Bromley with her adult daughter. The childminder is registered to care for four children in the early years age group and is registered on both the compulsory and the voluntary parts of the Childcare Register.

There are currently three children on roll, all of whom attend part time and their ages range from two to nine years.

The childminder has a snake and a tortoise as well as some pet fish in the home.

Overall effectiveness of the early years provision

The childminder's lack of knowledge on the Early Years Foundation Stage means that children are not effectively supported in working towards the early learning goals and do not experience a balance of planned, adult-led and child-led activities which support purposeful play and exploration. Whilst the childminder knows individual children well, and offers toys which she knows will interest them, resources and activities to support inclusion and aid children in developing an awareness of other cultures and peoples differences are minimal. Some aspects of children's welfare is successfully promoted, for example the home is secure and precautions are taken to restrict children's access to potentially dangerous areas such as the kitchen and stairs. However, weaknesses in the documentation required to protect children who are on medication, means that children's safety is not always ensured. In addition, a lack of regular self-evaluation by the childminder, and ability to keep up to date with changes in the early years profession, means that key areas for development to maintain the quality of provision are not identified.

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:

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare) 31/10/2008
- provide a suitable range of equipment to meet the developmental needs of all children (Suitable premises, environment and equipment) 23/09/2008
- develop knowledge and understanding of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Safeguarding and promoting children's welfare) 23/09/2008
- gain knowledge and skills around providing care and education under the Early Years Foundation Stage (Safeguarding and promoting children's welfare) 23/09/2008

- develop knowledge and understanding of the requirement to respond to parents' complaints (Safeguarding and promoting children's welfare) 23/09/2008
- implement an effective procedure for administering medicines which includes keeping a written record of all medicines administered to children (Safeguarding and promoting children's welfare) 23/09/2008
- 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) 23/09/2008

To improve the early years provision the registered person should:

- ensure appropriate car insurance is in place when transporting children
- increase children's opportunities to access toys for themselves and make choices about what to play with
- ensure planning and provision of activities toys and resources promote and value diversity and differences and encourage children to value and respect others

The leadership and management of the early years provision

The childminder provides some suitable toys and resources which keep children happy and occupied during their time in her care. However, the range of toys are limited and they are chosen and quite strictly controlled by the childminder. As a result, children's opportunities to make choices and learn independently are minimal. Daily routines allow children to eat, rest and play in the home and visits to other childminders in the area provide opportunities to socialise. Overall, records, policies and procedures are not used effectively to promote the welfare of children, and the childminder's knowledge on appropriate procedures to safeguard children is not sufficient to identify concerns and ensure prompt and appropriate action. Observation, assessment and planning are not used to build on what children know and can do and therefore support their learning and development. Parents are made to feel welcome and some information about their children's welfare, through the use of notebooks, supports consistency of care. However, there is insufficient focus on sharing information about children's progress, which means that parents are not actively involved in their children's learning.

The quality and standards of the early years provision

The childminder's lack of knowledge on the Early Years Foundation Stage means that children are not being offered suitable experiences which support them in making progress towards the early learning goals. Lack of observation and planning means that, whilst children are kept occupied and play well in areas such as imaginative and creative play, they are not offered a balanced curriculum. In particular, activities and resources to support learning and development in literacy, numeracy and problem solving, and information and communication technology are

limited. For example, as books are not readily available, children have limited opportunities to read and enjoy sharing spoken language and stories. In addition, due to a lack of resources such as puzzles and shape sorters, children do not have regular opportunities to learn about shape and sizes. As the childminder lacks awareness of the areas of learning, these skills are not encouraged through everyday situations either.

Children are active and benefit from much physical activity, they enjoy outdoor play when the weather permits and use the registered areas of the house and garden with confidence. Children play well together and are occupied and interested in the limited resources set out by the childminder each day. As a result, they are developing some good habits as active and inquisitive learners. However, whilst children have sufficient and safe spaces, both indoors and out, in which to play, organisation of the learning environment, combined with limited toys and resources means that children are not able to access toys for themselves and make choices about what to play with. As a result, they are not being encouraged to become independent learners or decision makers.

Children utilise the toys and resources available well, collaborating to make up games, and using their imaginations, for example to turn clothes pegs into pretend food when playing in the playhouse. They fill and empty the tubs used to store the cars, use figures as part of an imaginative game and trundle cars in and out of the living room.

The childminder encourages children to share and take turns and as a result, children are developing the habits and behaviours appropriate to considering the needs of others. She knows the individual children in her care well and sets out toys throughout the day which she knows will interest them. However, little attention is paid to encouraging children to develop an awareness of today's diverse society, and toys and resources which offer positive images on the wider world are minimal.

Suitable and nutritious foods are offered throughout the day, and children's individual hygiene routines are respected and maintained. The childminder provides parents with some information in the form of a prospectus which details some of her policies and practices when caring for children and this ensures some consistency of care and partnership with parents. However, the lack of observation and evaluation of children's development and progress within the six areas of learning means that the childminder is unable to share information on children's progress with parents, or utilise information from home to plan activities based on children's interests and what they can do, to further support their learning across a wide and balanced curriculum.

Not all records and documentation required as part of registration and for the safe and efficient management of the Early Years Foundation Stage are maintained. In particular, weaknesses in documentation around safeguarding and the administration of medication as well as the childminder's lack of a current first aid qualification puts children at risk. Furthermore, the childminder's understanding of the requirements around complaints is weak, and suitable business use car insurance is not in place.

Most importantly, the childminder is not effective in monitoring practice through regular quality checks and a previous recommendation to improve the quality of provision has not been acted upon. She has not kept up to date with changes in the early years sector and, as a result, does not strive to provide high quality care and education through continuous improvement.

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

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| 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

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| 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

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| 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:

- complete an appropriate first aid qualification 31/10/2008
- increase knowledge on dealing with issues of child protection and procedures to safeguard children from abuse or neglect 23/09/2008
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect 23/09/2008
- put in place 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 23/09/2008
- ensure the certificate of registration is displayed in the premises on which childcare is provided 23/09/2008

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect 23/09/2008

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.