

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY337245    |
| <b>Inspection date</b>         | 02/03/2009  |
| <b>Inspector</b>               | S Campbell  |
| <b>Type of setting</b>         | 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 was registered in 2006. She lives with her daughter aged three in a residential area of Rainham, Essex in the London borough of Havering. The home is within easy walking distance of local shops, transport links and community resources. The whole ground floor, the first floor living room and a bedroom on the second floor are used for childminding. A garden is not available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom two may be in the early years age group. The childminder is currently minding two children in this age range. The provision is registered by Ofsted on both the Early Years Register and the compulsory part of the Childcare Register. The childminder walks to local schools to take and collect children. The family have no pets.

The childminder is a member of the National Childminding Association (NCMA).

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The childminder has failed to ensure that a number of welfare requirements are met to promote the safe and effective management of the setting and children's welfare. In the main the children are comfortable in their surroundings to ensure their sense of belonging. The children's learning and development are not effectively supported because there are no systems in place to ensure they are effectively progressing in all areas of their development. Parents are kept informed about children's basic care needs, but there are no procedures in place to ensure links are made with the children's playgroup to further promote their learning while at the setting. Although all children are encouraged to take part in the resources on offer inclusive practice is not effectively promoted because not all required information is in place to ensure the childminder is able to meet the needs of 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:

- develop knowledge and understanding of the Early Years Foundation Stage framework to promote the outcomes for children (Organisation) 30/03/2009
- undertake sensitive observational assessments in order to plan to meet children's individual needs (Assessment Arrangements) 30/03/2009

- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Early Learning Goals) 30/03/2009
- obtain a paediatric first aid qualification and ensure it is consistent with guidance as set out in the Practice Guidance for the Early Years Foundation Stage (Safeguarding and Promoting Children's Welfare) 30/03/2009
- obtain written parental consent to seek emergency medication advice or treatment (Safeguarding and Welfare) 30/03/2009
- notify Ofsted of significant changes to members of the household (Suitable People) 30/03/2009
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to the Childcare Register) 30/03/2009
- keep a record of children's full name, date of birth, name and address of parents and relevant information about their individual needs and backgrounds (Documentation) (also applies to the Childcare Register) 30/03/2009
- ensure records are easily accessible and available for inspection (Documentation) (also applies to the Childcare Register) 30/03/2009

To improve the early years provision the registered person should:

- further develop procedures to ensure children's outdoor play is challenging to support their learning
- further develop procedures to ensure links are made with external agencies to promote children's learning and development
- further develop procedures to ensure the indoor environment contains resources which are appropriate and readily accessible for all children
- further develop procedures to ensure all relevant written parental consent is obtained

## **The leadership and management of the early years provision**

The childminder is not meeting a number of welfare requirements and as a result children's safety is compromised. The childminder has failed to notify Ofsted of significant changes to members of the household, a daily record of children's hours of attendance has not been maintained and required information about all children's individual needs and backgrounds is not place to effectively promote an inclusive environment.

The childminder does not hold a current first aid certificate and she has not obtained written parental consent to seek emergency medical advice or treatment. This compromises children's well-being should they sustain an injury while in her

care. The children's welfare is further compromised because the childminder is not fully secure in her knowledge and understanding of the different types of abuse and the indicators.

The childminder ensures required documentation is displayed for parents to see, such as her certificate of registration and public liability insurance. The childminder regularly shares information with parents verbally about children's well-being. However, not all relevant written parental consent is obtained, for example taking children out on outings and on public transport. The childminder has some understanding of the procedures to follow should parents wish to make a complaint. Overall, the childminder has not ensured that required documentation is in place and readily available for inspection to ensure children are fully safeguarded while at the setting.

The children are cared for in a reasonably safe environment because the childminder carries out regular visual risk assessments and there are appropriate safety measures in place, such as the use of a safety gate, and electric sockets are fitted with child safety covers. Although fire detection equipment is in place and a fire blanket is sited in the kitchen, the childminder has not ensured that the fire blanket is readily accessible in the event of an emergency situation because it is kept in its original packaging.

There are insufficient processes in place for self-evaluation to ensure the number of areas for improvement are identified and to further promote the outcomes for all children.

## **The quality and standards of the early years provision**

The childminder demonstrates an insufficient knowledge and understanding of Early Years Foundation Stage framework to ensure children's learning and development is effectively supported. There are limited systems in place to share information with parents about children's general well-being, daily food intake and activities, for example, a daily report. The childminder has not made links with external agencies to ensure children's learning is extended within the setting. The childminder does not always provide resources to ensure they are age and stage appropriate. In addition the resources on offer are not readily accessible to children to ensure they are able to make informed decisions about their play. Some toys are in their original packaging and not always challenging because the resources on offer are limited. On the day of the inspection visit a number of toys were stored in a corner of the room under a blanket and different areas of the home and as a result children displayed unwanted behaviour, such as crying for attention and lashing out at each other. There are no systems in place for observations, planning and assessments to effectively track children's progress towards the early learning goals.

The childminder obtains some information from parents about children's routine to allow her to build on their basic care needs. Through practical routines the childminder encourages children's independence skills, for example when having breakfast they are able to make choices about what they would like to eat and

drink. Most of the time children play well together with their peers and the childminder uses gentle reminders to encourage children to say 'please' and 'thank you' at appropriate times to reinforce appropriate social skills. However, children are not always encouraged to wash their hands before mealtimes to minimise the risk of cross infection. The children's communication skills are developing well because the childminder responds well to children's babbles and spoken words. The children's language development is further encouraged because they have access to some books and the childminder spends time singing songs to children, for example 'the hello song'. Through practical activities the childminder introduces children to colours, for example at mealtimes the children talk about and name the different colours on her blouse.

The children have access to some programmable toys to extend their learning about how things work, for example a Winnie the Pooh talking story book. The older children are beginning to use mathematical language spontaneously as they talk about whether they would like a big or small bit of fish for lunch. There are some resources available for children to build and construct, such as large Duplo bricks. Additionally there are some resources on offer that promote positive images to further develop children's understanding of similarities, differences and the wider world.

The children take part in occasional trips to the park, library and shopping within the local community. However, children's outdoor play experiences are not always purposeful to promote their learning and physical skills, such as having a short walk around the corner and back.

## 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

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

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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?  | 4 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 4 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 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?   | 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](http://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 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:

- develop knowledge and understanding of safeguarding issues and the different types of abuse and implement a written safeguarding procedure in line with the Local Safeguarding Children Board (LSCB) and share this with parents (Welfare of the children being cared for) 30/03/2009
- implement a written statement for complaints and share this with parents (Welfare of the children being cared for) 30/03/2009
- take action as specified in the early years section of the report 30/03/2009



## **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.