

## Inspection report for early years provision

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<b>Unique reference number</b>	138007
<b>Inspection date</b>	12/01/2009
<b>Inspector</b>	Pamela Bailey
<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 1998. She lives with her teenage daughter in the London Borough of Merton. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog and a cat.

The childminder is registered to care for a maximum of six children when working alone, and a maximum of eight children when working with another childminder. There are currently 10 children on roll, of whom seven are in the early years age group. The childminder is also registered on the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder regularly works with another childminder. She takes and collects children from local schools and currently supports children who speak English as an additional language.

## Overall effectiveness of the early years provision

The childminder does not sufficiently promote all aspects of children's welfare, learning and development. Children's safety is not promoted effectively in all areas. Learning opportunities have significant weaknesses that restrict the progress and personal development of children towards the early learning goals. In addition to this, the childminder is in breach of specific legal requirements and her conditions of registration. The childminder does not monitor or evaluate the service that she provides, therefore has not identified the weaknesses. Partnerships with parents contribute to ensuring that the childminder has a secure knowledge of each child's background.

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:

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|---|------------|
| • carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare)  | 27/01/2009 |
| • keep a record of all accidents (Safeguarding and promoting children's welfare)  | 30/01/2009 |
| • ensure that the specific legal requirement for adult:child ratios as set out in your conditions of registration and Appendix 2 of the Statutory Framework for the Early Years Foundation Stage is adhered to at all times (Suitable people) | 30/01/2009 |
| • plan and provide experiences which are appropriate to each child's stage of development as they progress  | 30/01/2009 |

- towards the early learning goals (Organisation)
- keep an accurate record of the children's daily hours of attendance (Documentation)

30/01/2009

To improve the early years provision the registered person should:

- promote positive attitudes to diversity through activities and resources that encourage children to talk about similarities and differences and the reasons for these and help children to learn to value aspects of their own and other people's lives
- develop effective links with other providers to ensure that what you provide complements the education and care the child receives in other settings
- implement a system to ensure that sleeping children are effectively monitored and frequently checked
- ensure regular emergency evacuation procedures are carried out so that children can become familiar with the routine in the event of an emergency
- introduce a rigorous system to monitor and evaluate the quality of the provision and ensure that any weaknesses that are identified are promptly acted on to improve outcomes for children

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

The childminder is providing care for seven children under five years, of whom three are under one year. This is a breach of specific legal requirements and her conditions of registration. The childminder ensures that all documentation is in place. However, she does not keep an accurate record of the children's daily hours of attendance. For example, the childminder notes the contractual hours for each child even though some children may attend after school activities. The childminder does not keep a record of all accidents to children in her care, such as accidents that do not leave a visual mark on the child. Furthermore, the childminder does not apply basic first aid treatment to children who have sustained injuries where no visual mark can be seen, for example, when a child's fingers are caught in a low level drawer and the child expresses discomfort and pain through bouts of uncontrollable crying.

The provision does not fully meet the needs of all children. This is because the observation, assessment and planning are not yet secure. Although the childminder carries out observations of the children while they are playing to remind her of their needs and what they can do, planning is very basic and does not build on what the children already know. Plans do not show the learning intentions and there is no differentiation for older or younger children or children who speak English as an additional language. This means that she does not plan appropriate learning experiences based on the children's individual needs. As a result, children sometimes lose interest because they are not supported or challenged enough across all areas of their learning and development.

Adequate relationships have been established with the parents. Consent is gathered for outings and for emergency medical treatment. The childminder

consults with parents initially to gain knowledge about children's individual needs and parents receive information regarding their children's daily care routines and progress. However, the childminder has not yet developed links with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of learning and care.

The childminder has improved documentation and the safety of the outdoor area to ensure that actions made from the last inspection have been dealt with. However, systems are not sufficiently robust to ensure that all gaps in her provision are identified. The lack of self-evaluation and monitoring of the provision means the childminder is unable to target areas for improvement.

The childminder has a satisfactory knowledge and understanding of safeguarding issues and how to proceed if she had a concern about a child in her care. Her effective hygiene procedures, for example, for nappy changing, protect children from the risk of cross-infection. Children have individual bedding and feeding equipment. The childminder checks her home for safety on a regular basis and keeps a record of risk assessments. However, she has not carried out a full risk assessment for each type of outing. She does not carry out regular emergency evacuation procedures with the children and sleeping children are not checked on frequently enough. This compromises children's safety.

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

The adults working with children have insufficient knowledge and understanding of the learning and development requirements. Children are not adequately engaged, stimulated or encouraged in order to make satisfactory gains in their knowledge, skills and understanding. Most children are able to move around freely in the spacious environment and play with the activities that are laid out for them. However, there is no system in place for older or more able children to choose other toys and resources that are not readily available or initiate their own activities. For example, although there is a satisfactory range of resources, including a few books, dolls and puzzles that reflect positive images of different culture, gender and disability, these are not easily accessible to the children because they are stacked on shelves at adult height or stored in large boxes which are difficult to move. Therefore children have limited opportunities to further develop their independence and make choices, and are not sufficiently helped to learn positive attitudes and respect for diversity and equality.

The childminder provides activities for older children, such as model making, decorating biscuits, board games and creative activities. Children express their ideas through discussion and share their knowledge of numbers and shape to resolve problems. Babies, younger children and those who speak English as an additional language have some opportunity to engage in singing sessions and listen to stories in both English and other languages, which helps to develop their communicating skills. However, for the majority of the day, they are mostly left to play on the floor by themselves with inset puzzles, sound making and programmable toys or placed in a car seat for long periods of time with very little interaction or support from the adults working with them. As a result, they become

bored, restless or wander around aimlessly.

Children receive healthy foods and regular drinks or fresh drinking water throughout the day. They play in a clean environment and receive appropriate support to help them develop good personal hygiene routines. However, the childminder does not give high priority to helping children understand how to keep themselves safe. For example, children have few opportunities to become familiar with the routine in the event of an emergency.

## 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?	4
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?	4
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](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 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:

- 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 (also applies to the voluntary part of the Childcare Register) 30/01/2009
- ensure that a child is unable to leave the premises unsupervised (also applies to the voluntary part of the Childcare Register) 30/01/2009
- devise and implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which parents make in writing or by email (also applies to the voluntary part of the Childcare Register) 30/01/2009

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 under the compulsory part of the Childcare Register 30/01/2009



## **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 the last inspection.

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.