

Inspection report for early years provision

Unique reference number	138193
Inspection date	30/06/2009
Inspector	Jane Elizabeth Chappell
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 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 1993. She lives with her husband in a two bedroom house in a residential area of Merton Abbey within the London borough of Merton. The whole of the ground floor is used for childminding and the master bedroom is used for young children to sleep. There is a fully enclosed garden available for outside play. The family have a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years old, and there are currently three children in the early years age group on roll.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The childminder is caring towards the children. However, she has an ineffective understanding of the Early Years Foundation Stage framework, which means children's welfare, learning and development needs are not effectively supported and they are not making sufficient progress towards the early learning goals. She has not developed a system to help her to monitor and evaluate her practice and is therefore unable to clearly identify significant weaknesses and prioritise areas for improvement and outcomes for 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:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| • carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) | 21/07/2009 |
| • improve knowledge and understanding of the safeguarding children procedures to be followed in the event of an allegation being made against any person living, working, or looking after children at the premises (Safeguarding and promoting children's welfare) | 21/07/2009 |
| • improve knowledge and understanding of the procedure to be followed if a parent have a complaint (Safeguarding and promoting children's welfare) | 21/07/2009 |
| • increase knowledge and understanding of the Educational Programme and undertake sensitive observational assessment in order to plan and provide experiences to meet young children's individual needs | 21/07/2009 |

as they progress towards the early learning goals
(Organisation)

- improve risk assessment of the home to ensure that all hazards to children are kept to a minimum, for example to ensure pet food, cans and glasses bottles are not accessible to young children (Suitable premises, environment and equipment)

21/07/2009

To improve the early years provision the registered person should:

- 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
- ensure details of regular evacuation drills are recorded in a fire log book, detailing any problems encountered and how they were resolved
- provide children with resources that reflect diversity, to help them to understand about people's different cultures, beliefs and abilities.

The leadership and management of the early years provision

The childminder provides a welcoming environment. Children are settled and she has friendly relationships with the parents. However, she has not yet developed ways of shared working to meaningfully involve and value parent's contributions to their child's progression. For example, there are no systems in place to share relevant information about their children's progress or next steps in learning. Although, the childminder has begun to develop links with other providers delivering the Early Years Foundation Stage framework to begin to establish continuity of learning and care for a child or group of children attending other settings.

The provider has some of the mandatory requirements in place relating to the welfare requirements, such as, a system for recording children's arrival and departure times, accident and medication details. However, she is not fully aware of the procedures to be followed if a parent makes a complaint in writing or the safeguarding children procedures to be followed in the event of an allegation being made against any person living, working, or looking after children at the premises.

Risk assessments are weak as some risks have not been identified by the childminder, for example, pet food, empty cans and glass bottles are stored within children's reach. There are also no records of risks assessed for all types of outings, as are required. The childminder has, however, ensured that there are safety gates in place and smoke alarms on each level of the home. Although children practise emergency evacuations, they are not recorded as required.

The provider has not evaluated her practice, and therefore she is not fully aware of the strengths and weaknesses of her provision. Resulting in no clear strategy for identifying targets for further improvement. However, she has shown a positive

attitude to seek further training to support her practice, to promoting positive outcomes for children.

The quality and standards of the early years provision

Children are welcomed into the home and encouraged to settle as they have easy access to a basic selection of resources and toys, such as, puzzles, dolls, prams and play computer. The childminder's knowledge and understanding of the Educational Programme is limited. Observations are not frequent or accurate enough to monitor children's progress towards the early learning goals. The childminder has very little on which to assess children's achievements or plan for the next steps to ensure that children receive a challenging experience across all areas of learning. Written plans are very basic. They do not cover the areas of learning but are based on a weekly timetable of indoor 'free-play' activities and trips to the local children's groups and park. This is not related to each child's learning and interests.

The lack of planning and assessment means that, whilst children are kept occupied and play in certain areas, such as imaginative play, they are not offered a balanced curriculum, which restricts their development and enjoyment. The provider encourages some areas such as communication, the use of language through questioning and repeating children's responses. The provider uses the toys to promote the recognition of numbers and letters, for example, whilst they play on the toy computer. 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 limited.

Children use the garden as desired, allowing them to make their own choices. They confidently ask the childminder for the outdoor toys and happily push their doll in the pram around the garden. They also have other daily opportunities for fresh air and exercise as they walk to school, nursery and to a variety of playgroups and parks. At the park children have opportunities to use the swings, slides and run around in open spaces to get fresh air and exercise, all of which helps children to develop their physical skills and learn about being healthy. Children are encouraged to become aware of their own personal hygiene by following routines of washing their hands prior to eating and after using the toilet to prevent the risk of infection.

The provider uses a calm and firm approach to behaviour management, she encourages children to be polite and take turns in their play and as a result, children are developing the habits and behaviours appropriate to considering the needs of others.

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?	3
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 21/07/2009

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 in the early years section of the report 21/07/2009