

Inspection report for early years provision

Unique reference number	EY229840
Inspection date	17/11/2009
Inspector	Christine Bonnett
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2002. She lives with her husband and two children aged nine and two years in Egham, Surrey. The ground floor of the house is mainly used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding three children in this age group, all of whom attend on a part time basis. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The childminder drives to local schools to take and collect children. The family have no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder lacks the necessary knowledge to ensure that children's welfare is protected in relation to child protection issues and the assessment of potential safety hazards. She understands the benefit to children of building upon her practice and developing her skills. Warmth and affection is given to all children in her care.

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:

- gain knowledge of child protection issues in relation to reporting concerns, and devise and implement an effective procedure for reporting concerns to ensure children's welfare is safeguard 17/12/2009
- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 17/12/2009
- conduct a full risk assessment for each type of outing taking account of the nature of each outing, and review it before embarking on each specific outing 17/12/2009

(Safeguarding and promoting children's welfare).

To improve the early years provision the registered person should:

- establish effective links with children's schools to share relevant information for continuity and coherence in their learning
- ensure observations and assessments are carried out sufficiently frequently to reinforce children's learning and to ensure each child makes progress towards the early learning goals at an appropriate pace
- enhance hygiene standards in the bathroom to prevent the risk of cross-infection between children.

The effectiveness of leadership and management of the early years provision

Although the childminder has a sound knowledge of the signs a child may exhibit that could indicate they are being abused, she is unfamiliar with how, and to whom, concerns must be reported. She does not have details of any child protection agencies, including her local children's services. In addition, risk assessments are not conducted in the home to identify and minimise potential harm to children, or for outings. Consequently, children's welfare is not safeguarded adequately and there are several breaches of requirements.

The childminder intends to develop her practice by attending training to attain a professional childcare qualification, as she realises that there are always new things to be learnt to support the children in her care. Although she has self-evaluated her work, she has not clearly identified areas requiring input, or how she will address them. Since the last inspection, the childminder has implemented the recommendations that were made in terms of improving record keeping and maintaining accurate information.

The childminder engages appropriately with parents. She obtains all relevant information from them about their child at the beginning of an arrangement to ensure she is aware of their individual needs, and how to meet them. A daily record is maintained of the events of the day, including activities done, meals eaten and length of sleep. The record is made available for the parents to see to ensure they are kept up-to-date. The childminder has not begun the process of liaising with the school the children attend to share relevant information with them for continuity and coherence in their learning.

The childminder is taking appropriate steps to promote equality and diversity. She has conducted some research into the traditions and customs relating to the cultural background of the children in her care with the aim of acknowledging relevant festivals with them. She also has a small amount of multicultural resources; however, they are not readily available for the children to access at all times. Play materials are stored in low-level cupboards and on the floor in the lounge. This enables children to select items of their choice independently. A child-height table and chairs allows children to sit comfortably while sticking and drawing, and at meal times.

The quality and standards of the early years provision and outcomes for children

The childminder has a sound understanding of the six areas of learning and records observations of the children at play which she links to each area. She uses the observations to assess the developmental progress of each child and identify the next step in their individual learning journey. However, the observations and assessments are not carried out sufficiently frequently to ensure that progress is monitored effectively in each area of learning and that the rate of progress is appropriate for each child.

Regular opportunities for physical exercise contribute towards children adopting healthy lifestyles. They play on the swings in the adjacent park, or go for longer walks around Savill Gardens, where they look at the colours of the leaves and collect them for collage work. The childminder provides healthy snacks that take account of any particular dietary needs. The selection includes yogurt and fresh fruit. The childminder ensures that children wash their hands after using the toilet, and generally reminds them to do so before eating. However, there is a risk of cross infection between children as they share the same towel.

Children enjoy their play, they particularly like interacting with the wide variety of programmable toys that create different sounds and ask questions. They visit the library and also have story time with the childminder in the afternoon. These activities help children develop important skills for the future. The childminder sits with the children and asks questions to encourage vocabulary and thinking. She also enables children to make choices, for example, choosing yogurt to eat at snack time, and then selecting the flavour.

The childminder is caring and kind towards the children. She meets their basic welfare requirements appropriately, for example, giving gentle and appropriate care and support to an unwell child in distress. Children demonstrate their closeness to her by welcoming her input as they play, and by expressing their needs. This helps to develop children's self-worth and confidence. However, the trust and sense of security they build up could be compromised because of the childminder's lack of knowledge of her duties and responsibilities in relation to aspects of safeguarding.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

- devise 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 (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 17/12/2009

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 compulsory part of the Childcare Register section of the report 17/12/2009