

## Inspection report for early years provision

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**Unique reference number** 133213  
**Inspection date** 13/11/2009  
**Inspector** Siobhan O'Callaghan

**Type of setting** Childminder

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## 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 1994. She lives with her husband and adult daughter in Islington, North London. The home is close to local shops and schools. The whole of the ground floor of the property is utilised for childminding purposes. The garden is not included within the registration.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of five children under eight years at any one time, of these, not more than three may be in the early years age group and no more than two may be under a year old. She is currently caring for one child in the early years age group who attends on a part-time basis. The childminder attends several local toddler groups and childminding support groups. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder provides a warm and welcoming home environment for children. Strong partnerships with parents support their continuity of care as the childminder respects home routines and children's individual needs. Children are making successful progress towards the early learning goals as the childminder plans a varied range of experiences that gauge their interests. The childminder demonstrates a positive approach towards implementing improvements to her provision. However, aspects of children's welfare are not effectively promoted due to inadequate checking processes to ensure that all adults living within the home undergo appropriate vetting procedures. Therefore, the safeguarding of children is not robust.

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:

- implement effective systems to ensure that all people over the age of 16 years have been deemed suitable (Suitability of adults) (this also applies to the compulsory and voluntary parts of the Childcare Register). 30/11/2009

To improve the early years provision the registered person should:

- develop a system to monitor concerns with regards to the document: What To Do If You're Worried A Child Is Being Abused
- develop ways in which parents are supported and encouraged to contribute to their children's assessment records.

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

The childminder has developed some positive policies and procedures to support her management of the Early Years Foundation Stage (EYFS). Her daily risk assessments of the home environment help to reduce potential risks to children. All outings that children enjoy with the childminder are risk assessed prior to their journeys to ensure that any hazards are highlighted and minimised. Whilst the childminder is skilled in many aspects of her care with children, her knowledge of regulatory requirements is weak. The impact is that she has not instigated robust vetting procedures to keep children safe. The childminder was sent a letter two years ago to obtain suitability checks for a member of her family who at the time had reached the age of 16 years. Ofsted received no response to this letter; and the person is still living within the home. Hence, there has now been over a two year delay in getting suitability checks processed. Consequently, children are not fully safeguarded and protected. The childminder has attended recent safeguarding training and demonstrates a sound knowledge of what to do should she have concerns about a child within her care. However, she is yet to establish an effective system to monitor pre-existing injuries that children arrive with, which will further enable her to review any arising concerns.

The childminder demonstrates a positive attitude towards continuous improvement. Since her last inspection she has addressed all the recommendations raised. For example, there are now clear emergency evacuation drills in place which are regularly practised with children, and she has also updated her paediatric first aid training. The childminder has attended EYFS briefings and many other complimentary courses to help promote some positive outcomes for children. She is beginning to develop her self-evaluation processes although these are in the very early stages of fruition. As yet they are not robust in supporting all aspects of children's welfare and some requirements have been overlooked and have thus not been met. The childminder offers a comfortable home environment with a suitable range of resources to help promote children's learning and development. She encourages them to access resources independently from low-level storage boxes. Children's knowledge and understanding of equality and diversity is promoted through a sufficient range of resources which help them to learn and respect each others differences.

The childminder values working in partnership with parents. She has encouraged them to be involved in positive activities such as helping her to create photographic books for each child so that these can be shared and valued within the setting. Although there are no children present who are attending other early years settings, the childminder is clear about her duty to work in partnership with all settings involved with the children. It is evident that parents are very happy with the care their children receive, in recent letters of thanks they compliment the

childminders care. Parent's comments include: 'I have always felt the comfort of knowing my son was in a warm environment and he has had nothing but good things to share about his experience. I would highly recommend my childminder.' Children's individual needs are discussed on an informal daily basis as well as additional planned opportunities for parents to observe their children's personal profiles. The childminder demonstrates a good understanding of children's individual abilities and where to challenge them next. However, she is yet to involve parents in contributing to these valuable profiles to ensure that their views are also considered.

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

Children are happy and content within their environment. They enjoy the childminder's positive interaction as she sensitively supports them within their play. For example, they enjoy the challenges of puzzles; the childminder sits on the floor at their level and encourages them to achieve these tasks. Children are delighted with the praise they receive which motivates them to continue in their play. Children are developing their independence skills as the childminder encourages them to make choices as she offers them a variety of experiences and resources which are stored in accessible containers. They have regular opportunities to develop their social skills as they attend a variety of toddler groups and the local children's centre. Children demonstrate a good attitude towards their learning as they interact politely and respectfully with the childminder. Their communication skills are effectively evolving as the childminder consistently encourages them to express themselves. Children thoroughly enjoy story times where they demonstrate very good listening skills.

The childminder is maintaining some informative observations on children's progress and is beginning to set some clear targets for their future learning opportunities. Through discussion and her positive interaction with the children it is clear that she knows them well and supports their interests through the experiences she offers them. Although there are no children present with learning difficulties the childminder demonstrates a sound knowledge and understanding of how to initiate early support to help them reach their milestones. Children enjoy daily opportunities to engage within outdoor energetic play as they visit the local park and walk to the various groups which are all within close proximity. Regular visits to the local shops are utilised as fun learning opportunities for children as they help the childminder to collect various food items. Children are also encouraged to think about healthy food options which will benefit their overall health and well-being. Children engage within a variety of creative pursuits the majority of which are explored during their visits to the local groups. Photographs of children demonstrate that they love to paint, draw and engage within a variety of messy play activities. Overall, children are developing many valuable skills which help to set some secure foundations for their future learning.

Children are developing a positive attitude towards many aspects of their personal well-being as they learn through their routines how for example to maintain good hygiene practices and the importance of eating a healthy diet. Children who

become unwell whilst in the childminder's care are given due support and consideration as she helps them to feel secure and comfortable. All records relating to their individual needs are well-maintained. Children are learning many worthwhile skills to help them stay safe as the childminder teaches them about road safety and the importance of taking due care when they are climbing up and down stairs within the home. However, children's ability to feel safe within the setting is compromised due to the lack of robust safeguarding procedures, consequently the safety and welfare of all children is not effectively promoted.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## 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:

- ensure there is a 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 (this also applies to the voluntary part of the Childcare Register) 30/11/2009
- take action as specified under the early years section of the report with regards to the suitability of adults (this also applies to the voluntary part of the Childcare Register). 30/11/2009

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 Chilcare Register with regards to procedures for dealing with compalints. 30/11/2009