

## Inspection report for early years provision

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<b>Unique reference number</b>	EY346447
<b>Inspection date</b>	19/01/2010
<b>Inspector</b>	Maxine Rose
<b>Type of setting</b>	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 2006. She lives with her three adult children in the Walthamstow area of the London borough of Waltham Forest. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder lives within walking distance of the local schools and can take and collect children. She attends the local parent and toddler group and takes children to the library and to the local park.

The childminder is registered to care for a maximum of two children under eight years at any one time and is currently minding three children in the early years age group. The childminder is a member of the National Childminding Association. The childminder is registered on both the compulsory and voluntary parts of the Childcare Register in addition to being on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder demonstrates a positive attitude and a willingness to improve her practice although she has no effective methods in place to self-evaluate and target areas needing significant improvement. Consequently the childminder has breached the welfare requirements in a number of areas. The childminder offers the children a warm and welcoming environment in which to eat, rest and play and thereby ensures the basic individual needs of children are met. There are positive relationships with parents. This enables children to settle well and promotes continuity of 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:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and promoting children's welfare – also applies to both parts of the Childcare Register) 19/02/2010
- ensure children's ratios are maintained at all times (Safeguarding and promoting children's welfare – also applies to both parts of the Childcare Register) 01/02/2010
- plan and organise systems for observing, assessing and evaluating children's progress to ensure they 19/02/2010

- receive a balanced programme of activities that is age appropriate, enjoyable, and challenging and promotes their individual learning needs (Organisation)
- develop knowledge and understanding of the Early Years Foundation Stage framework to maintain required standards and to improve outcomes for children (Qualifications, training, knowledge and skills) 28/02/2010
- maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children and ensure these are available for inspection by Ofsted (Documentation – also applies to both parts of the Childcare Register) 12/02/2010
- complete an appropriate paediatric first aid course (Promoting good health) 30/03/2010
- devise and implement systems for risk assessing the home especially the outdoor area to ensure it is safe for children to use (Safeguarding and promoting children's welfare – also applies to both parts of the Childcare Register) 27/02/2010
- develop knowledge of safeguarding procedures to ensure issues relating to the protection of children are managed correctly (Safeguarding and promoting children's welfare) 31/03/2010
- ensure the outdoor space is safe for the children to use and there are sufficient age appropriate resources to support children's learning (Suitable premises, environment & equipment) 05/03/2010

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

The childminder does not demonstrate a satisfactory knowledge of safeguarding issues and procedures. This may impact on the children's welfare because it does not ensure safeguarding matters will be managed appropriately to protect children. The childminder is over-minding children. For example she is registered to care for a maximum of two children and on the day of the inspection three children were in attendance. This is a breach of the welfare requirement. The childminder does not effectively maintain required documentation to adequately promote the children's welfare. For example, the childminder does not maintain a record of children's background details, attendance, accidents, medication and incidents. In addition there are no procedures in place for parental consent for outings, medical treatment, conducting risk assessment or managing complaints. This is a breach of the welfare requirement. These combined significant weaknesses in the provision compromise the children's safety and does not promote an inclusive environment for the children.

The childminder implements some safety measures well. For example, the premises are well maintained, electric sockets are covered and stair-gates are installed to enable the children to use some areas safely. The children are unable

for make full use of the outdoor area because of the hazardous items stored in the garden. The children enjoy a welcoming home environment because the childminder is warm and friendly towards the children. This helps the children to settle and develop secure relationships with the childminder. The children are able to access some resources easily because these are placed on the mat and in containers on the floor, however resources are limited and not always age appropriate for the children. This results in the children not being sufficiently stimulated and challenged in their learning and development.

Self-evaluation of the provision is not given sufficient emphasis, and therefore areas of weaknesses have not been targeted for improvement and areas of strength have not been identified to maintain standards. This limits the quality of the provision and the outcomes for children. The childminder is trained in childminding but she does not hold a current first aid certificate. This does not ensure children will receive appropriate medical assistance in the event of an emergency. The childminder demonstrates a willingness to meet the requirements of the Early Years Foundation Stage. For example, she has sought to enlist support from external child care advisors and has booked training courses to develop her knowledge of the Early Years Foundation Stage framework.

The childminder provides a homely environment and fosters a warm relationship with the parents which involve daily communication about the care of the children. This partnership with parents helps to ensure children can make a positive contribution in some areas. For example the childminder understands the parents' desire for the children to speak in their native language as well as English and this is actively encouraged in the setting. In addition the exchange of information enables the childminder to provide culturally familiar food for the children, which supports the settling in process.

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

The provision for children's learning is not effectively planned or organised and so does not ensure children have a balanced programme of activities to enable them to make progress in all areas of learning. The children who are aged between three and four years have access to a small selection of play equipment consisting mostly of soft toys, one doll, a few cars and a book. Consequently the children have limited choices and are not sufficiently challenged to develop new skills or ideas.

The children do show an interest in the resources available to them but their ability to concentrate and work purposefully is hindered by the lack of adult support and guidance to extend their knowledge and understanding. Consequently the children get bored quickly and they initiate loud boisterous play, where they run repeatedly along the corridor and get into squabbles. During these moments the children receive little intervention from the childminder to develop their understanding of how to behave appropriately.

The children are developing some practical skills for managing their personal

hygiene and socialising. For example, the children wash their hands before meals and they sit at the dining table to eat their lunch. However, the children are not always encouraged to develop their independence or learn new skills because the childminder uses a spoon to feed the children herself. The children do receive praise from the childminder when they do something well, such as when they eat their meals. This helps to develop the children's confidence.

The children are happy and settled because the childminder is affectionate, calm and attentive to the children. The children laugh and communicate often with each other but they are not fully supported to learn new words or to use full sentences to express thoughts and ideas. Some samples of children's work show they are interested in mark making and they are developing skills for writing some letters of their name.

There are few opportunities for the children to engage in numeracy or problem solving tasks. Similarly there are few opportunities for children to express their imagination fully through creative activities because these are not always available to them. The children are able to make links with the community whilst they develop their physical skills walking to the park and visiting the local supermarkets.

There are no systems in place for the childminder to assess, evaluate and chart the progress children make towards the early learning goals. In addition there are no arrangements to support children to advance to the next stage of learning. Consequently the outcomes for children's learning are limited.

## 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	4

### 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	4
The effectiveness with which the setting deploys resources	4
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

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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	4
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	4

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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:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 19/02/2010
- take action as specified in the early years section of the report (How the childcare provision is organised) 01/02/2010
- take action as specified in the Early Years section of the report (Arrangements for Safeguarding Children) 26/02/2010

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 (How the childcare provision is organised) 29/01/2010
- take action as specified in the early years section of the report (Records to be kept) 01/02/2010
- take action as specified in the early years section of the report (Procedures for dealing with complaints) 05/02/2010