

Inspection report for early years provision

Unique reference number	EY396608
Inspection date	27/04/2010
Inspector	Lynn Palumbo

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 2009. She lives with her husband, two daughters and brother in a three-bedroom house in the London borough of Tower Hamlets, within easy walking distance of shops, parks, nurseries and schools. The whole of the premises, except the bedrooms on the first and second floor, is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight at any one time. There is currently one child on roll, within the early years age group. Children attend at different times of the week. The childminder is registered on the Early Years Register, and the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not consistently safeguarded, for example, some adults living on the childminder's premises have not been vetted appropriately to ensure they are suitable to have access to children. Children make satisfactory progress in their learning and development. The childminder has limited capacity to evaluate her practice with 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:

- provide relevant information to Ofsted to allow the suitability of persons aged 16 or over living or working on the premises to be checked (Suitable people) (also applies to the compulsory part of the Childcare Register) 20/05/2010
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 20/05/2010
- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 20/05/2010

- improve the systems to identify children's individual needs through encouraging a culture of reflective practice and involving parents and practitioners in evaluating the impact of your provision (Organisation). 20/05/2010

To improve the early years provision the registered person should:

- use the Early Years Statutory Framework and Guidance documents as a guide to carrying out effective observations and assessments, in order to identify children's next steps in learning and share this information with parents
- establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved
- practise evacuation drills on a regular basis with children to enable them to have a clearer understanding of fire safety procedures.

The effectiveness of leadership and management of the early years provision

There is an inadequate emphasis on safeguarding, as some adults living on the premises have not been vetted appropriately to ensure they are suitable to have access to children. This is a breach of regulation. Although the childminder has satisfactory knowledge of hazards to children with her home, a record of risk assessment covering areas of her garden is not in place. This does not ensure any potential hazards are promptly identified and minimised within the garden and is a breach of requirement of the Early Years Foundation Stage. The childminder has a number of policies and procedures in place relating to her childminding business, which are shared with parents. These include ones relating to the child protection policy and equal opportunities, as well as a complaints procedure for parents. The childminder also obtains relevant information and consents from parents when children start. These are used to support children's care and to ensure a secure partnership with parents. The childminder has an effective fire procedure, although this is not further supported by regular evacuation practices with the children.

Toys are adequately arranged in the childminder's living room to ensure children can access them from a low level. The childminder regularly rotates them to ensure children have different learning experiences. The childminder makes effective use of the outside provisions at children's centres and parks. This ensures children's physical development is enhanced.

The childminder demonstrated that she has sound knowledge and information about the children's backgrounds, dietary needs and languages. Children have some opportunities to become aware of a diverse society through a range of resources, such as books.

The childminder's self-assessment tools are not always used effectively alongside the Early Years Foundation Stage documents to consistently monitor practice. Although the childminder has attended a course in child protection she has not yet

fully updated her knowledge and understanding of children's learning and development, for example, relating to the use of effective observation and assessment.

The childminder values the role of parents and continually encourages them to share what they know about their child. The childminder feeds back verbally on a daily basis to parents about their children's day. The information given to parents is mostly about children's care and general achievements, but does not provide detailed information about their progress in learning.

The childminder is aware of other professional organisations involved within the Early Years Foundation Stage. Speech therapists and other specialist workers are welcomed into the home to observe the children, if necessary, and their advice is valued.

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

Children have settled into the childminder's home and the childminder and her daughter have built good bonds with them. The childminder applies clear and constant boundaries, so that children develop knowledge of what is expected and display positive behaviour. The childminder interacts with the children at their level, incidentally supporting their learning as they play. For example, children count out cups and saucers, and the childminder reinforces number sequence. This introduces the basic concept of counting.

The childminder has recently devised observation and assessment systems to track children's learning and progress towards the early learning goals. However, although the childminder has started to observe the children, the observations are not conducted on a regular basis across the areas of learning. This does not enable the childminder to obtain a clear picture of where each child is with their individual learning and what their individual next steps are across the areas of learning.

Children's communication skills are developing well. Children enjoy exploring a picture book called 'This little baby,' they tell the childminder to quieten as the babies are sleeping. They have opportunities to explore emergent writing and make marks by selecting and using chalks and pencils. They talk animatedly throughout their play, speaking to their mothers on the telephone about their play with the tea set. Children have some opportunities to develop creatively; they play a range of musical instruments and explore the texture and colour of paint whilst creating pictures and hand paintings. The childminder reinforces the names of the colours; they are able to say 'red', 'green' and 'pink.' Children are developing some physical skills. They ride bikes and are learning to throw and catch balls with control. Children also play on recreational equipment at the local park. Children gain an understanding of diversity and difference as they play with resources which reflect Chinese cookery, listen to cultural stories, such as Handel's Surprise and play with children of a diverse background at play groups. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

Children's safety is at risk because they have access to persons who are not vetted. In addition, although the childminder has a 'Fire Plan' in place, children do not regularly practise evacuations to reinforce their knowledge and understanding of fire safety. Children are learning to be healthy. They learn about healthy foods, for example, they enjoy nutritious and well-balanced snacks. Children enjoy washing their hands, squashing the soap bubbles between their fingers, and a clear explanation as to why it is important to wash their hands is discussed. However, children's health is at times compromised as they play within a garden that contains unconcealed rubbish. Children's behaviour is good. The childminder shows all children equal respect and values them as individuals. All children are active and inquisitive individuals and keen to explore the learning environment.

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	4

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	3
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

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

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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 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 (Suitability of persons to care for, or have regular contact with children) 20/05/2010
- take action as specified in the early years section of the report (Suitability of Premises and Equipment). 20/05/2010