

## Inspection report for early years provision

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<b>Unique reference number</b>	EY242481
<b>Inspection date</b>	14/05/2010
<b>Inspector</b>	Carolyn Mary Hasler
<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 2003. She lives with her adult children and grandchild aged two years in the Woodford Green area within the London borough of Waltham Forest, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder's service is welcoming. She has some measures in place to acknowledge children's individuality but has not yet introduced the Early Years Foundation Stage into her practice. She is unfamiliar with the learning and development and some welfare requirements. Initial communication between parents and the childminder mean that she has some information on which to base care arrangements. The childminder has taken steps to improve her service since the last inspection including addressing actions to comply with requirements. However, she has not sufficiently developed a self-evaluation process to underpin and secure her service.

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:

- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 17/06/2010
- obtain a paediatric first aid certificate. First aid training must be approved by the local authority and consistent with the guidance set out in the Practice Guidance for the Early Years Foundation Stage. (Suitable people) (also applies to both parts of the 12/08/2010

- Childcare Register)
- take all reasonable steps to ensure that hazards to children – both indoors and outdoors – are kept to a minimum (Suitable premises, environment and equipment) 17/06/2010
- conduct a risk assessment, identify aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 17/06/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs by gathering and analysing evidence about the effectiveness of the service and securing improvement (Organisation). 17/06/2010

To improve the early years provision the registered person should:

- make effective use of the garden area to provide children with extended learning experiences
- undertake regular evacuation drills record details in a fire log book of any problems encountered and how they were resolved.

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

The childminder demonstrates a sound understanding of safeguarding procedures. For example, she is able to competently talk about the different areas of abuse, and their signs and symptoms and the action she takes to safeguard and promote the welfare of children. The childminder's understanding ensures that all adults who have contact with children have completed Criminal Record Bureau checks instigated by Ofsted. However, the lack of attention paid to a safe environment means that children are not safeguarded from dangers.

The childminder can not demonstrate she has appropriate training, skills and knowledge to deliver the requirements of the Early Years Foundation Stage. There is no evidence to suggest the childminder has updated her knowledge or training since her last inspection. This impacts on how the childminder supports the needs of individual children in reaching their full potential. The childminder has failed to notify us of a change to persons aged 16 years or older living on the childminding premises. This is a specific legal requirement in the Statutory Framework of the Early Years Foundation Stage. On this occasion Ofsted does not intend to take further action.

The indoor environment has been organised to ensure that play and learning space is maximised. Children are able to move around from one area to another, accessing toys and equipment easily. Play resources and nursery furniture are in good repair, colourful and fit for purpose. Play and learning equipment is stored in

low level shelving and boxes allowing children easy access in order to make independent choices within their play. Although there is evidence that children do use the garden, it is not used effectively as a learning environment. For example, children have limited access to a small decked section of the garden, with few resources to encourage physical play. They are not encouraged to explore other parts of the garden providing contact and experience with the natural world. This limits their first-hand experiences of contact with weather and the changes of seasons and its effects on nature. The childminder has insufficient knowledge of the learning and development requirements. This means that planning and the use of available resources are poor resulting in goals in learning and development not being achieved consistently enough. Systems to ensure the safety of children are not sufficient. Although most areas are safe, the childminder is unable to identify some hazards and risk assessments are not recorded. Precautions to support the safe and efficient evacuation of children in the event of fire are undeveloped.

Children and their families are welcomed into the setting. During initial contact, the childminder builds her knowledge of individual children through discussion prior to them starting. She has sufficient understanding of the importance of collecting information about their unique characteristics and home routines. Time is taken to learn about each child's family background, religion, culture, and abilities. The childminder supports children's understanding of other people's differences through celebrating occasions, such as Chinese New Year and providing toys and resources which reflect diversity and support individual needs. However, her lack of commitment to meeting children's learning and development needs, impacts on how well she is able to plan for children's individual needs and how their needs are met.

The childminder has addressed most of the issues raised through actions and recommendations at the last inspection. This includes keeping a record of children's attendance, ensuring that children are not left unsupervised and gaining written permission to seek emergency medical advice or treatment. This has had a positive impact on the organisation of children's care. However, she has not taken sufficient steps to ensure both the inside and the outside environments are safe. Examples of this are, children's accessibility to adult bikes and cleaning products. Self-evaluation is not prioritised effectively, the gathering and analysis of evidence about the effectiveness of the service and the ambition and securing of improvement is inadequate. For example the childminder has insufficient systems in place to ensure that children receive an enjoyable and challenging learning and development experience and ensure all welfare requirements are met effectively.

The childminder explains that she has not yet had the opportunity to develop relationships with other early years partners. However, she demonstrates that she understands the importance of establishing key relationships with professionals who are involved in the care of children because this ensures a consistent and considered approach.

The childminder generally has a positive relationship with parents and carers who receive information about the service on request in the form of policies and procedures. They contribute to the service children receive by providing written permission for a number of different issues which support childcare. Verbal

information is shared daily at the beginning and end of each day. The childminder is unable to support parents knowledge of how their children are making progress against their starting points as her systems to demonstrate these are undeveloped. However, children are encouraged to take home books from the setting to share reading and enjoyment of books in the home environment and parents ensure that the childminder is informed about special occasions and outings where children have developed interests.

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

Children enjoy their time at the setting. They engage well with the childminder who spends the majority of her time with them talking to them about what they are playing with. However, the childminder is unclear about her duties and responsibilities to support learning and development by measuring progress against starting points through observation and assessment. The goals children reach are not high enough when set against their capacities and they are not making sufficient gains across the areas of learning.

Children separate well from parents and build secure relationships with familiar adults. They take some responsibility for their own safety by responding to boundaries set by the childminder and are learning through example and by their own experiences about how to play safely. Despite this, insufficient attention has been given to ensure that children are not exposed to hazards and this impacts on how children learn about staying safe.

Children are adopting healthy lifestyles through everyday routines. This includes learning about their own personal hygiene through activities, such as independent toilet use, washing hands and covering their mouths when they cough or sneeze. Children are active and full of energy; they enjoy a small variety of physical activities both indoors and outdoors. This includes walking to and from the park, exploring the playground areas and enjoying jumping up and down to children's television programmes. There is a satisfactory understanding of healthy eating and children explore various options at snack and mealtimes, such as fruit and vegetables, pasta and beans. There is a variety of drinks available throughout their day.

Children generally behave confidently and are self-assured. They are happy and settled, acting independently according to the situation they find themselves in. They are learning how to behave towards others with respect and although there are sometimes disagreements and disruptive behaviour, the childminder works hard to support negotiations between children who are quickly distracted and move on to other interests. They have opportunities to meet different groups of children through visits around the local area. Good manners are encouraged, and in general they display socially acceptable behaviour and are kind and polite towards others.

Children are developing some of the skills they will need to support their future. However, this has been limited as they are not helped to make the most of play

experiences by the childminder. This results in them failing to acquire some skills to move to the next phase in their learning. They are involved in listening too, absorbing and using language in everything that they do. They have opportunities to practise mark-making skills and are learning how to recognise their own names written down on paper. Resources, such as shape sorters, construction equipment and puzzles, help children to problem solve. They are learning to count objects and some numbers have significant meaning to them, such as birthdays. There are a small number of programmable interactive toys and equipment that encourages children to explore communication technology. Children spend part of their time visiting their local community facilities, such as the local shops, libraries and parks, where they are able to experience and absorb the world they live in and social interactions with 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*

### 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	3
The effectiveness with which the setting promotes equality and diversity	4
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	4

### 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 (Welfare of children being cared for). 17/06/2010
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 17/06/2010

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 and the compulsory part of the Childcare Register (Welfare of children being cared for; Suitability and safety of premises and equipment). 17/06/2010