

## Inspection report for early years provision

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<b>Unique reference number</b>	EY360633
<b>Inspection date</b>	29/04/2010
<b>Inspector</b>	Mauvene Burke
<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 2009. She lives alone in the London borough of Wandsworth, close to shops, parks, schools and public transport links. Childminding takes place on the ground floor only in the living room and in a back bedroom/playroom. Children eat their meals in the kitchen/diner. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of which, no more than three may be in the early years age range. She is currently minding one child in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts 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.

The childminder's insufficient knowledge and understanding of the statutory framework for the Early Years Foundation Stage significantly impacts on the welfare and learning and development of the children. Children's ability to make progress in their learning and development is restricted, because the childminder does not monitor children's progress or plan for their future learning. The majority of the required documentation is not in place, which compromises children's safety. The strengths and weaknesses of the provision are not fully identified to ensure the capacity to maintain continuous improvement. Partnerships with parents is at least, satisfactory.

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:

- develop knowledge of the complaints procedure (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 20/05/2010
- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 29/05/2010
- ensure that for each type of outing, a full risk assessment is carried out (Safeguarding and promoting children's welfare) 20/05/2010

- ensure that there is a clearly defined procedure for the emergency evacuation of the premises (Suitable premises, environment and equipment) 20/05/2010
- undertake sensitive observational assessment in order to plan to meet children's individual needs (Organisation) 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
- improve knowledge and understanding of the requirements set out in regulations (Documentation) 20/05/2010

To improve the early years provision the registered person should:

- ensure that self-evaluation is used effectively to identify areas for improvement
- develop arrangements for monitoring children's achievements, tracking their progress towards the early learning goals and identifying their next steps for learning so that they can be incorporated within a wide range of activities
- reduce the risk of cross-infection by ensuring that children follow good hand washing procedures
- promote children's independence by ensuring that they have suitable equipment available to them and can eat their meals in comfort
- promote positive attitudes to diversity through resources and activities to help children develop respect for differences and to help them learn to value aspects of other peoples' lives as well as their own

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

The childminder has a limited understanding of her role in providing for the children's care and early education. She does not have an understanding of the Early Years Foundation Stage framework, and as a result, she is in breach of several welfare requirements, thus, children's welfare and safety is being compromised. For example, risk assessments of the premises have not been carried out, neither are assessments carried out before each new outing. She has not devised an emergency evacuation procedure, one that she would follow in the event of a fire and has not practised a fire drill with the children. This again compromises children's safety in the event of a fire on the premises. The provider does however, demonstrate a satisfactory understanding of the procedures that she would be expected to follow if she has safeguarding concerns about a child in her care. She further demonstrates an understanding of the procedures to be carried out if she has to administer medication to the children. Nonetheless, she has failed to maintain a valid first aid certificate, this too is a specific legal requirement.

The childminder has not yet started to evaluate her service as she does not have a secure understanding of self evaluation. As a result, she has failed to identify a

number of significant issues that has a negative impact on the children in her care. Resources available at the setting are not adequate to support children's learning and development and the quality of some of the equipment is poor and the quality variable. The environment does not lend it self to help support children's learning. For example, children are unable to make independent choices as resources are not organised in a way which makes this possible because they are stored in large boxes and not grouped according to the age of the children. Children are unable to eat comfortably as they do not have adequate equipment. So for example, children seated at the dining table are seated on chairs that are far too low for them to access their meals themselves, thus prohibiting their independence as the childminder has to feed them.

Adequate relationships are being established with the parents. Parents and carers receive some information regarding the setting's policies and procedures. Consent is gathered for outings and for emergency medical treatment. The childminder consults with parents initially to gain knowledge about children's individual care needs. Parents receive some information regarding their children's daily care routines and progress via daily discussions and a log of what their children have eaten, the time they slept and nappy changes. Parents do not however, have any opportunities to share in their children's learning as the childminder has not established a learning programme for children in her care.

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

The children attending this setting have settled very well with the childminder. They have forged good relationships with her and are developing a sense of security and confidence within the setting as they move from room to room. The childminder reassures children when they wake up crying as she cuddles them and speaks softly to them, this helps them to feel safe. Children however on the whole do not make sufficient progress in their learning and development because the childminder lacks understanding of how children learn through their play and does not deliver a programme that meets the learning and development requirements. She lacks knowledge of the six areas of learning and the early learning goals. There is no planning of activities to meet the individual needs of children. She does not consider their starting points, and observations are not used to monitor children's progress and achievements. Overall, the childminder supervises children's play rather than supporting them and extending their learning. Regular walks around the local area and outings to parks and to local groups provide opportunities for healthy exercise, physical play and a chance to socialise with others. Children enjoy singing nursery songs such as Row Row Row Your Boat and eagerly anticipate screaming when they 'see a crocodile'.

Children are not actively encouraged to follow healthy hygiene routines such as washing their hands before eating meals. This compromises their ability to keep themselves safe and healthy. They are however, being provided with healthy meals and snacks which meets their individual needs. The childminder demonstrates some awareness of diversity issues. Resources promoting diversity are limited, as a result, children will not have many opportunities to develop their

awareness and understanding of differences and therefore some children may feel excluded in this setting.

## 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	4
The effectiveness of safeguarding	3
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

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	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	4
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 (Arrangements for safeguarding children, Suitability and safety of premises and equipment, Procedures for dealing with complaints and records to be kept). 20/05/2010

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 (Arrangements for safeguarding children, Suitability and safety of premises and equipment, Procedures for dealing with complaints and records to be kept). 20/05/2010