

Inspection report for early years provision

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Inspection date	30/06/2010
Inspector	Sandra Patricia Jeffrey
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.

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Description of the childminding

The childminder has been registered since 1997. She lives with her husband and two adult children in a three-bedroom house, in a residential area within the London borough of Sutton. The whole of the ground floor of the property and the master bedroom are available for childminding. Toilet facilities are on the ground floor. There is a fully enclosed garden available for outside play. The childminder speaks Gujarati, Hindi and understands Urdu. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years at any one time. Two children in the early years age range were on roll at the time of the inspection. The childminder also cares for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment for all children in her care. She has sound knowledge of the children she cares for and plans a generally suitable range of activities and opportunities for them, which helps them make progress in their development. The childminder has yet to introduce fully effective planning, observation and assessment systems in line with the Early Years Foundation Stage framework and she has breached requirements in relation to safeguarding and promoting children's welfare. Close partnerships with parents are established and generally suitable communication systems are in place. The childminder is developing her self-evaluation skills to enable her to assess the service she provides and, therefore, develop her practice further.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- provide parents with the information in relation to the procedure to be followed in the event of a parent failing to collect a child at an appointed time (Safeguarding and promoting children's welfare) 26/07/2010
- ensure prior written permission is obtained from parents for the administration of each and every medicine before it is given. (Promoting good health) (also applies to both parts of the Childcare Register) 26/07/2010

To further improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop further the observation and assessment system of children's achievements, to ensure they are used effectively to identify the next steps for children's development and ensure planning covers each of the six areas of learning in sufficient breadth and depth, to support the children's learning journey effectively.

The effectiveness of leadership and management of the early years provision

The childminder understands the procedures to be followed and knows how to make a referral if she is worried about a child in her care. The childminder carries out regular risk assessments to reduce potential hazards to children. A risk assessment is carried out before embarking on outings, although this is not included in the records of risk assessments, as is good practice to enable providers to keep the risks associated with outings at the forefront of what they do. The childminder holds a valid paediatric first aid certificate and has obtained written parental permission to seek emergency medical advice or treatment. However, the childminder has not ensured that prior written permission is obtained from parents for the administration of each and every medicine albeit that this has been discussed fully with parents. This failing is a breach to the requirement of the Early Years Foundation Stage framework.

Children benefit from a well organised, safe and secure home environment and have access to a variety of clean and well maintained resources to support their play and learning. The childminder works closely with parents to ensure she has a satisfactory understanding of each child's background and needs, so that equality and diversity is effectively promoted. Parents are kept informed about their children's activities, through daily discussions. They also have access to a range of policies and procedures about the service. However, parents have not been made aware of the procedure to be followed in the event of a parent failing to collect a child at an appointed time, as is required under the Early Years Foundation Stage framework. The childminder is aware of the need to build effective partnerships with other providers if children attend other settings who are also delivering the Early Years Foundation Stage. The childminder is also aware of the benefits of self-evaluation and of continuously improving her knowledge and skills by making use of training opportunities. Actions taken are well targeted to lead to improved outcomes for children in relation to their safety, such as ensuring first floor windows are made safe or inaccessible and improving the children's records as highlighted during the previous inspection.

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

Children are happy and settled in the care of the childminder, who is calm, warm and responsive to their individual needs. The childminder knows the children well and ensures that she provides them with a relaxed and secure setting in which

they can play and learn in comfort. Children clearly enjoy their time at the setting and receive plenty of attention, as the childminder listens attentively and responds warmly to them. Children are supported in their development of a healthy lifestyle as the childminder ensures their nutritional needs are met appropriately. However, the failure to comply with the requirements for the administration of medication to children compromises the childminder's ability to promote children's health and welfare effectively. Children are active and benefit from daily exercise at the toddler groups and also in the childminder's secure garden. They are cared for in a clean and well maintained home and suitable hygiene routines mean that children are protected from the risk of cross-infection, for example adopting simple hygiene routines such as washing their hands before they eat and after they use the toilet. Children learn about safety as they learn to tidy away the toys from the floor so no one trips over and they practice emergency evacuations on a regular basis, so are familiar with what to do in the event of a real emergency.

The childminder is developing a sound knowledge of the learning, development and welfare requirements in line with the Early Years Foundation Stage, which enable her to provide a generally suitable curriculum for the children. She uses a range of resources to provide generally appropriate activities and experiences, although these are not always effectively planned to reflect the six areas of learning and the expectations of the early learning goals. She makes regular observations of children's achievements and uses these to think about relevant experiences for the future, although sometimes it is not clear how next steps identified are followed up to ensure positive outcomes for children.

Children develop their early language skills when the childminder talks to them, reads stories and teaches them Gujarati songs. They begin to solve simple problems during every day activities, such as completing puzzles. Children use their imaginations when they play with the dressing up clothes and Indian puppets. They enjoy helping to prepare food including salads and home made chapattis. They have fun playing with the sand in the garden and banging enthusiastically on the various brightly coloured musical instruments. There are opportunities for children to learn about the world around them and to develop skills for the future as they take part in trips within the local community and to local children's groups. They have opportunities to socialise with other children and to develop skills, such as sharing and taking turns and are encouraged to respect differences and to show consideration to others. Children are happy and are gaining confidence and self-esteem in the setting, where they are well cared for and occupied throughout the day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	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	4
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 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:

- keep and retain for a period of two years, records of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it, including medicine which the child is permitted to self-administer, together with a record of a parent/guardian/carer's consent. (Records to be kept) 26/07/2010

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 compulsory part of the Childcare Register. 26/07/2010