

Inspection report for early years provision

Unique reference number	EY307917
Inspection date	14/05/2010
Inspector	Amanda Gill

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 2005. She lives with her three children aged twelve and six years and baby of nine months in a two bedroom apartment in Romford, in the London Borough of Havering. Access to the home is via a lift or several flights of stairs and the whole of the premises is used for childminding. The setting is within walking distance to the local shops, park, schools and public transport links. The children do not have access to a garden area but the childminder takes them daily to the local park or children's centre to play. The family have no pets.

The childminder is registered to care for a maximum of two children under eight years at any one time, of whom no more than two 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 eleven years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder does not provide effectively for children in the Early Years Foundation Stage. Although the childminder has created a welcoming environment, where children can play freely, and independently choose resources, she has a lack of awareness of the Early Years Foundation Stage framework. As a result this has a significant impact on the needs of the children in her care. Observations and assessments to monitor each child's learning and development are not being carried out and as a result the childminder is not able to feedback to parents regarding children's progress and next steps. The childminder has made some improvements since the last inspection and obtains written consent from parents to seek emergency medical advice and has updated her knowledge of child protection.

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 parents with information about the complaints procedure (Safeguarding and Welfare) 13/08/2010
- plan and provide experiences that encompass the six areas of learning which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 13/08/2010

- ensure that sensitive observational assessments are used in order to plan to meet young children's individual needs (Organisation) 13/08/2010
- provide parents with information in respect of the policies and procedures with regard to safeguarding (Safeguarding and Welfare) 13/08/2010

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge and understanding of child protection and how to safeguard children. All members of the household have completed full Criminal Records Bureau checks. Although the childminder is able to effectively explain procedures she will undertake to safeguard children in her care she does not have any policies or procedures in place that ensure parents are informed of her practices and who she is required to inform if she has any concerns. Although parents receive verbal feedback about their child's daily activities, the childminder does not make available to parents a written statement that provides details of the procedure to be followed if they have a complaint. These are breaches of requirements.

The childminder carries out appropriate visual risk assessments so that children do not face unnecessary hazards. For example, daily checks of the smoke alarms and toys are checked for on-going safety. The childminder's knowledge and understanding of effective practice ensures that children's health and well-being is promoted. In addition, children learn about their own health and safety as they play, have meals and snacks and walk to the local parks and children's centre. The childminder records any accidents or incidents to children on accident record sheets with body maps for additional evidence and informs parents verbally if there are any accidents to children whilst in her care. The childminder has contracts in place which include written consent from parents for the childminder to seek emergency medical advice or treatment or to administer medication. The childminder has a sound knowledge of first aid which means that means that she is able to give appropriate treatment if there is an accident to a child in her care.

The childminder has a sound understanding of diversity and equal opportunities and this is reflected in her practice. The childminder organises the toys and resources satisfactorily for the children, promoting positive opportunities for them to make their own choices and independently access toys which are appropriate to their stage of development. The childminder provides an appropriate balance of outdoor and indoor activities.

Whilst recognising some of her strengths and weaknesses, the childminder has no targeted plans in place to begin to address areas for improvement. She has limited knowledge of the Early Years Foundation Stage framework and lacks understanding of the six areas of learning. As a result, she has not liaised with parents to find out each child's individual starting points. The childminder therefore, fails to plan and provide activities to promote the children's overall learning and development. There are no systems in place to identify children's

achievements, to carry out routine observations or to assess where children are in their stages of learning, thus the childminder fails to monitor how the children are progressing and how she can help them to move on to the next steps of their learning. As a result, she is therefore unable to feedback to parents regarding children's progress.

Overall, the childminder maintains appropriate documentation to promote the safe and effective management of the setting. She ensures all required written parental consent is in place to promote the welfare of children. The childminder ensures relevant documentation is displayed for parents to see, for example, her certificate of registration and public liability insurance. The childminder does not currently self-evaluate her service but she plans to continue to attend some training courses to improve her knowledge and understanding of the Early Years Foundation Stage. The childminder is committed to building positive relationships with both parents and other provisions. She provides written diaries for parents to inform them what activities their child has taken part in. She demonstrates a sound understanding of how these partnerships are important in supporting the children's development.

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

The childminder shares a caring and warm relationship with the children she looks after. The environment is clean, tidy and well maintained. The childminder demonstrated awareness of ensuring that there is sufficient space available for children to play and access toys easily. Resources for the children are stored at a level that children are able to self select. This aids the children's acquisition of independence skills. The children are very settled at the childminder's home and happily engage in the activities provided.

Children are settled into the childminder's care gradually to ensure they and their family get to know her well before the placement begins. There is warm interaction between the childminder and the children. Children are confident, independent and developing their self-esteem because the childminder supports in their play, for example, when playing with wooden train set and puzzles encouraging the children to count the pieces and then make the noises of the vehicles.

Through discussion with the childminder, it is evident that although she follows a set weekly routine with the children she does not plan for children's individual developmental needs. The childminder does not undertake observational assessments, which is a breach of requirements. She is also unclear about the usefulness of using observations as a tool to help children to move on in their development. Consequently she is unable to feedback to parents regarding the children's developmental progress and does not plan to meet each child's individual needs. The childminder demonstrates some understanding of what the children like to do, for example, cooking, wooden puzzles, drawing, watching television and going to the library. The childminder says that the children can recognise colours and numbers and that their confidence has improved. However, her limited knowledge and understanding of systems to assess, monitor and support children's

development, means that she is unclear if this is due to any input on her part.

Children's health is satisfactorily promoted. For example, they enjoy fruit as snacks and have easy access to drinks throughout the day. They enjoy healthy eating, such as chicken and rice, egg on toast and pasta bolognese. All meals include selection of fresh vegetables. Children follow hygiene procedures and the childminder encourages them to wash their hands before eating, to prevent cross contamination to ensure their good health is well promoted.

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	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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

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

Outcomes for children in the Early Years Foundation Stage	3
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	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 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:

- put in place a written procedure for dealing with concerns and complaints from parents 28/05/2010
- devise a written statement of procedures to follow to safeguard children from abuse or neglect 28/05/2010

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 compulsory part of the Childcare Register section of the report (Procedures for dealing with complaints) 28/05/2010
- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for Safeguarding Children) 28/05/2010