

Inspection report for early years provision

Unique reference number	EY405055
Inspection date	16/12/2010
Inspector	Jennifer Devine
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2010. She lives with her husband and two children aged three and five years in Isleworth, in the London Borough of Hounslow.

The whole house, which is located over three floors, is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age group. She is currently minding three children in the early years age group, all of whom attend on a part-time basis. She is registered on the Early Years Register, and 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 has a poor understanding of the welfare requirements and this puts children's welfare at significant risk. She lacks awareness of the importance of ensuring her home is completely safe for children as she has not assessed the risks within the home or for when on outings. Although children are happy in the childminders care they do not make sufficient progress in their development as the childminder does not observe and assess each child's development and plan relevant and motivating learning experiences for each child. The childminder lacks knowledge of how to assess her provision and identify weakness, although through discussion she realises she needs to make improvements with her observations and assessment methods.

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:

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Safeguarding and welfare) (This also applies to the compulsory and voluntary parts of the Childcare Register) 28/02/2011
- ensure written parental permission is requested for 28/02/2011

- seeking emergency medical advice or treatment
(Safeguarding and welfare)
- take all reasonable steps to ensure that hazards to children - both indoor and outdoors are kept to a minimum (Safeguarding and welfare) 28/02/2011
- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and welfare) 28/02/2011
- ensure children are kept safe whilst on outings (Safeguarding and welfare) 28/02/2011
- 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 (Organisation) 28/02/2011

To improve the early years provision the registered person should:

- develop the process for self-evaluation to help identify areas for continuous improvements
- improve ways of communicating with parents so that they are fully included in their child's learning journeys

The effectiveness of leadership and management of the early years provision

Children's overall welfare and safety is not protected sufficiently within the childminders home. The childminder has not conducted risk assessments of her home and there are a number of hazards in the environment which pose a danger to children. A safety gate has been installed on the first floor of her premises to prevent children accessing the stairs, however this gate has a large gap underneath which may present a hazard to young babies. In the kitchen both cleaning materials and sharp knives have not been made inaccessible to the children. Sleeping children are not effectively monitored , it is not clear how the childminder can hear children sleeping on the second floor as she has no monitoring devise or system in place. The childminder also lacks awareness of using the correct age equipment for example using a new born crib for more mobile children to sleep in. There are no risk assessments carried out for outings outside the childminder's home and the childminder is not effectively teaching children about road safety as they are allowed to run ahead and cross some quieter roads alone.

The childminder does have a sound understanding of her role and responsibilities with regard to child protection. She is aware of the signs of child abuse and understands the procedures to follow if she was concerned about a child.

Documentation, such as contracts, details of minded children, the attendance register and accident records are maintained, as required. The childminder has a medication book to record any medication administered but as yet, has not had to give any medicines. However, the childminder has not obtained all parents written

permission for the seeking of emergency medical treatment, as required and this compromises children's welfare.

The childminder has not begun to self-evaluate her provision and therefore she fails to identify significant issues regarding safety within the home. Through discussion she does recognize the need to develop her planning and observation methods for all children.

The childminder obtains information about the child's individual needs before they start. This ensures she is aware of the children's likes, dislikes and enables her to follow routines similar to the routines followed at home. The childminder has a small selection of toys to promote positive images of diversity such as books and music in other languages, and a variety of dressing-up clothes.

Parents are kept informed about their child's day through the use of a daily diary and verbal feedback. The childminder takes photographs of the children and has made scrap books of their experiences which parents can view when they wish too. However, the childminder has not devised ways of involving parents in sharing the developmental records and how they can make contributions to their child's learning journals. The childminder has a satisfactory awareness of working in partnerships with others as she communicates with the teachers in the nursery, to ensure continuity of care for this age group.

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

The childminder has a poor understanding of aspects of the Years Foundation Stage learning and development requirements. She is not aware of needing to observe and assess each child's development in the early year's age range and therefore does not identify learning priorities and plan relevant and motivating learning experiences for each child.

Children are generally happy and settled with the childminder, who provides a caring environment that meets their basic needs. The childminder has built up sound relationships with the children who approach her for reassurance and cuddles through-out the day. The childminder has adequate resources within the home which are mostly stored in a large cupboard or in her children's bedrooms. The childminder selects resources each morning and children show interest with the toys set out in the room. However, there is insufficient toys available in the room to enable babies to make choices about their play. They play with the activity centre where they investigate the different features and watch the childminder build the bricks and then knock them down. The childminder provides babies with a baby walker to support their increasing physical development and they enjoy some time in the walker moving around the room.

Pre-school children can choose from toys set out in the room or go to the larger cupboard to help themselves to toys. The childminder has a basic plan of activities to cover each week but this does not take into account individual learning needs to

help focus on particular areas of learning and development. Children enjoy imaginative games and enjoy chasing each other round and around the room. The childminder suggests reading a story and the children sit quietly for a short time, they listen well and the childminder asks them questions to make them think. Children thoroughly enjoy drawing and creating their own pictures and sit for extended times in the kitchen on their own with this activity. They show excitement when the childminder tells them their favourite television programme is about to start and they sit down to watch and copy the pictures being drawn. Children's pictures are detailed and contain lots of features. Children have suitable opportunities for outdoor experiences as they go out everyday when they walk to and from school and also enjoy visits to the local parks.

Overall children's behaviour is managed satisfactorily. Any difficulties are handled sensitively and calmly by the childminder. Children have satisfactory opportunities to develop their skills for the future when they use the computer and follow simple programmes and through playing with various musical or push button toys.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. The childminder holds a valid first aid certificate which enables her to deal with any injuries. She provides home cooked meals which are nutritionally balanced and meet the children's individual needs. Children learn about the importance of good hygiene as the childminder talks to them about the importance of washing their hands after using the toilet or before eating.

Children learn some aspects of safety as the childminder has carried out a fire evacuation practice with the children. However, the lack of effective use of risk assessment by the childminder to ensure her home is completely safe has a significant impact on children's overall safety within the home. Additionally, risk assessments have not been conducted for outings and children are not developing an awareness of road safety to ensure their overall safety is maintained when outdoors.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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

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	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	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:

- take action as specified in the early years section of the report 28/02/2011

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 28/02/2011