

## Inspection report for early years provision

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<b>Unique reference number</b>	139644
<b>Inspection date</b>	24/01/2011
<b>Inspector</b>	Jacqueline Walter
<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 1992. She lives with two adult children and a child aged 15 years. They live in the Worcester Park area, in the London Borough of Sutton and are close to shops, parks and transportation links. The bathroom on the first floor and the whole of the ground floor of the childminders house is used for childminding. There is an enclosed rear 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 three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects and takes children to local schools and she 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 provides a welcoming, relaxed and friendly environment where a good selection of resources and activities are organised well and give children appropriate opportunities overall to learn in all areas of play. However, there are limited systems in place to ensure children develop and progress in all areas of learning and as a result, children are unable to reach their full potential. Not all the required documentation is held or maintained appropriately, some required information is not shared with parents and the childminder has insufficient understanding of protecting children from abuse. As a result, childrens safety is put at risk. The partnership with parents and other agencies is satisfactory overall. Some appropriate systems are in place to identify weaknesses in the setting. Resulting in, some actions being taken to which bring about improvement.

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:

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| • ensure all the required information is shared with parents regarding procedures for lost or missing children (Safeguarding and welfare) | 07/02/2011 |
| • develop knowledge and understanding of roles and  | 07/02/2011 |

responsibilities of dealing with complaints, ensure a written procedure is in place, with details for contacting Ofsted and an explanation to parents that they may contact Ofsted should they wish (Safeguarding and Welfare) (Also applies to both parts of the Childcare Register)

- develop knowledge and understanding of Safeguarding children from abuse, ensure a policy and procedure is implemented that is up to date and meets requirements (Safeguarding and Welfare) (Also applies to both parts of the Childcare Register) 07/02/2011
- ensure written consent is requested from all parents to seek emergency advice and treatment (Safeguarding and welfare) 07/02/2011
- ensure that the written risk assessment of the premises, furniture and equipment is signed, dated and includes all areas of the provision, with particular regard to the outdoor area (Suitable premises, Environment and Equipment) 07/02/2011
- ensure that a risk assessment is conducted on all the outings and trips (Safeguarding and Welfare). 07/02/2011

To improve the early years provision the registered person should:

- develop further the assessment system to ensure children are regularly assessed, identify at what stage children are at and if all areas of learning are being promoted
- develop further the links with other settings to promote children's learning
- develop further the opportunities for parents to become involved in their children's learning
- develop further the systems for evaluating the provision and maintaining continuous improvement.

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

Overall children are safeguarded inadequately. The childminder has insufficient knowledge and understanding of protecting children from abuse. For example, she is not fully aware of the signs and symptoms in all areas of abuse and not familiar with up to date procedures to follow when concerns are raised. The learning environment is organised well, with space organised safely allowing both young and older children to direct their own play with appropriately aged equipment. The childminder does not ensure all the required documentation, such as risk assessments and complaints procedures are correctly maintained. In addition to this, she does not have sufficient understanding of her role and responsibilities when dealing with complaints. There is also no evidence available to demonstrate that some parents have been requested to provide written consent for the childminder to seek emergency advice and treatment, or that procedures, such as those followed when children get lost or go missing, are shared with them.

Through discussion the childminder demonstrates an appropriate understanding of inclusion regarding children with special educational needs and disabilities and in supporting children that have English as an additional language. There are appropriate partnerships with parents in place overall. For example, most of the information on the setting and the childrens achievements are shared through discussions at initial meetings and through either informal chats at the end of a session or through younger children having daily diaries completed. The childminder encourages parents to help settle the children into the provision and has made some attempts at contacting other settings that children attend. However, there are few opportunities for them to be effectively involved in children's learning or share information on what the children do at the setting.

Overall the drive for improvement and self evaluation is appropriate. The childminder has taken some steps to maintain continuous improvement. For example, she has completed a self evaluation form in April 2009, which has enabled her to identify areas for improvement and implement some appropriate actions. For instance, children's registration details are now reviewed monthly and some improvement has been made with regards to safeguarding children. The childminder has also sought and implemented advice from another registered childminder and as a result, she has improved her planning system and now records more child focussed activities. This allows children to successfully learn and develop skills through their interests.

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

There is a good range of resources and activities are made easily available, which enables children to develop a strong sense of belonging, good independence and decision making skills. As a result, children are confident in choosing what they want to play with and where they wish to play with it. The childminder supports and extends childrens learning appropriately overall. They are able to develop their communication and language skills well as a result of the childminder, engaging them in conversations, using phonic sounds in their every day play and asking them open ended questions. This in turn, results in children being confident in asking questions and making known their wants and needs. For example, they confidently ask for specific items of food for their lunch. The childminder interacts well with children. For example, she explains what she is doing and why, and motivates children using lots of praise and encouragement. She then supports them well in attempting to try more difficult activities. As a result, they are motivated and take pride in their achievements. The childminder plans some activities that reflect childrens interests. For example, children are able to make rocket models when they show they are interested in them and toys such as puzzles are made available when they show an interest in numbers and shapes. They also have appropriate opportunities to explore, investigate and develop their knowledge and understanding of the world. For example, they enjoy first hand experiences, such as walking in the local woods and visiting the library. Overall children make satisfactory progress in their learning. The childminder observes

what children can do, identifies their next steps in development and then plans some activities to promote their individual learning. However, observations are few in number; there are no clear systems in place to identify if children are progressing in all the areas of learning and if there are any gaps occurring. As a result, children are unable to develop to their full potential.

Childrens health is promoted appropriately overall. An appropriate sickness policy that prevents the spread of infection is in place and there are appropriate systems in place to ensure medication is administered safely. There are good opportunities for children to adopt a healthy lifestyle. They participate in everyday good hygiene routines, such as wiping their hands before and after meals and engage in discussions about healthy eating, whilst they eat their food. Some appropriate steps are taken to minimise risks to children. For example, the childminder discusses and practices how to cross the road safely with them. Consequently, they know they need to stop and hold hands when crossing the road. She takes some positive steps to promote their physical safety. For example, safety gates are fitted to stairs, external doors are locked and the identification documents are checked regarding visitors to the setting. However, the written risk assessment of the premises does not include all the necessary details, such as who conducted it and the date it was done. It also does not include all the areas of the provision, such as the garden and risk assessments are not conducted on every outing and trip. As a result, children are at risk. Children are effectively encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others. Consequently there are good relationships between children and they collaborate and cooperate with their peers well. For example, children invite their peers to join in with games and help them with their activities.

## 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	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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

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	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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 (Procedures for dealing with complaints) 07/02/2011
- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 07/02/2011
- ensure a written risk assessment is conducted on all areas of the premises, with particular regard to the outdoor area (Suitability and safety of premises and equipment). 07/02/2011

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 (Procedures for dealing with complaints) 07/02/2011
- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 07/02/2011
- ensure a written risk assessment is conducted on all areas of the premises, with particular regard to the outdoor area (Suitability and safety of premises and equipment). 07/02/2011