

Inspection report for early years provision

Unique reference number	136999
Inspection date	08/02/2011
Inspector	Claire Douglas
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 1997. She lives with her husband and one child aged 15 years and one adult son in a residential area of Orpington in the the London Borough of Bromley. The setting is close to shops, parks, schools and local transport links. The main area of the property used for childminding purposes is the ground floor, upstairs is used for toileting. The family has two pet dogs, one rabbit and two cats.

The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children, three of whom are in the early years age group. She also offers care to older children aged up to 11 years. The setting is accessed via a slope up to the front door. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder has formed links with other early years settings such as the local pre school. 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 flexible service which is accessible, inclusive and welcoming. However, an insufficient knowledge of the Early Years Foundation Stage welfare requirements means that the childminder has not fully implemented the legally required systems and assessments compromising children's safety. The range of resources at the setting are good and space is well utilised to provide a range of learning and play opportunities for all children. However, the childminder is not fully aware of the Early Years Foundation Stage learning and development requirements and as a result children make only satisfactory progress in their learning. Sound relationships have been established with parents and other professionals to ensure that the individual needs of the children are met. There are plans for the future that are likely to bring about improvements to the setting and outcomes for children.

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:

- take necessary steps to safeguard and promote the welfare of children with regard to checking the suitability of all those aged 16 or over living on the premises(Suitable people) (also applies to both parts of the Childcare Register) 25/03/2011
- make 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.(Suitable premises, environment and equipment) 25/03/2011

To improve the early years provision the registered person should:

- develop further the system used for self-evaluating, documenting the views of children, parents/carers and other agencies to assist in the identification of strengths and weaknesses, providing an additional focus for improvement.
- improve knowledge and skills around providing care and education under the Early Years Foundation Stage and improve the links between the next steps for children's learning identified and planned activities for children.

The effectiveness of leadership and management of the early years provision

The childminder has an understanding of safeguarding procedures and knows what to do if she has a concern about a child in her care. However, she fails to safeguard children fully because the system used to ensure the suitability of all household members over 16 years, is ineffective. At the time of the inspection an adult member of the household was unvetted despite the childminder being set a recommendation relating to this at the previous inspection. This is a breach of a specific legal requirement. Daily checks are carried out on the premises to ensure the children are cared for in a safe and secure environment. However, a record of risk assessments is not made, as required. Medication procedures in place ensure children are well cared for when unwell and the childminder has attended recent training in first aid. Children's good health is well supported through the provision of healthy and well balanced meals and snacks.

Children have access to a good range of age appropriate resources which encourage their learning and development as they self select at their leisure which complements the balanced routine of outings and adult initiated activities. The childminder does not have an accurate awareness of the strengths and weaknesses in her provision but is working towards securing improvement to the

setting and outcomes for children. She has plans for updating her resources and attending relevant training during a planned quiet period. The childminder has begun to use a basic self-evaluation system; however the views of children, parents and others are not included in this process which overall limits the focus for improvement.

The childminder provides a service that is generally inclusive for children and their families and promotes equality, having established sound partnerships with parents. The childminder gave examples of how she discusses differences openly with children so that they learn to respect one another's uniqueness. Parents are kept up to date with their child's progress through daily discussion and contact books which list how the child has been throughout the day. References left from previous users describe the childminder as 'professional, caring and attentive to each of our children'. The childminder works closely with parents and has developed links with other professionals, such as, the local pre-school staff, ensuring that all children are supported within the inclusive environment.

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

Children are happy and develop a sense of belonging at the setting. They show a developing awareness of safety issues. For example, they respond positively as the childminder reminds them that they must not throw the toys, as they may hurt someone and when out and about to look both ways to make sure there are no cars coming when crossing the road. However, because of the issues surrounding the safeguarding systems and assessments within the welfare requirements, there is a potential risk to children's safety. Children are developing an awareness of good hygiene practices as they wash their hands before eating and after messy activities. Throughout their routine they engage in a wide range of physical activities both inside and out, as part of a healthy lifestyle. For example, as they climb up a foam hill and slide down it, or jump around in the ball pools at toddler group. They make choices as they flow between the front and back lounge each offering a different range of play resources. They practise existing skills and learn new ones as they run freely, balance carefully and are shown how to 'tuck their heads under' correctly when doing head over heels at a local gym class.

Children develop positive relationships with the childminder and enter the setting happily at the beginning of the day. They benefit from a varied routine and take part in a range of activities and experiences throughout the day. The childminder plans activities based on children's interests, which means they are keen to take part and enjoy what they do. General observations of children's achievements are made leading to some identified next steps for children's individual learning. However the lack of knowledge and understanding of the Early Years Foundation Stage, learning and development requirements, means that activities are not always planned to build on children's existing knowledge and skills.

Children of all ages are keen to communicate and enjoy conversations, stories and songs together. They are beginning to use mathematical language through

activities for example as they measure how many beads long, are the pictures in the story book, or weigh the ingredients in preparation for making cakes. Children develop skills for the future as they help wash up after lunch, or help pour out their own water. They begin to solve simple problems when they work out where all the pieces go to complete the puzzle and they find out about the environment around them whilst they take a walk to the park and the childminder points out the airplane in the sky or the squirrel running up the tree.

Children develop a positive understanding of the world around them as they openly discuss differences, the childminder encourages children to seek out and research further information to develop their knowledge, for example, looking at places the children have visited around the world. They express their imaginations as they make a 'pretend' dinner at the play cooker and wash-up at the play sink. They are well occupied throughout the day and thoroughly enjoy their time with the childminder.

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	4
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	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	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 (Suitability of persons to care for or be in regular contact with children) 25/03/2011

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 (Suitability of persons to care for or be in regular contact with children) 25/03/2011