

## Inspection report for early years provision

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<b>Unique reference number</b>	137597
<b>Inspection date</b>	24/03/2011
<b>Inspector</b>	Maria Conroy
<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 first registered in 1984. She lives with her husband and adult daughter in Wembley in the London borough of Brent. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play.

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 four children aged under eight years at any one time and is currently minding four children in the early years age range, on a part time basis. The childminder walks to local schools and nursery to take and collect children.

The childminder is a member of National Childminding Association.

The family has one Persian cat.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There are significant weaknesses in the leadership and management of the setting because the childminder does not have a secure knowledge and understanding of the Early Years Foundation Stage and welfare requirements. Not all areas for improvement identified during the previous inspection, have not been addressed sufficiently and she has failed to keep up to date with changes to legislation. The systems in place for self-evaluation are weak and they do not identify the significant areas for development in her practice. As a result children's progress in their learning and development is limited.

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:

- 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) 14/04/2011
- conduct a risk assessment and review it regularly - at least once a year or more frequently where the need arises(Suitable premises, environment and equipment) 25/03/2011

To improve the early years provision the registered person should:

- update and improve knowledge and understanding of the Early Years Foundation Stage and welfare requirements by undertaking training from the local authority or other sources
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved

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

The procedures for safeguarding children are satisfactory as the childminder has a basic knowledge of the steps to be taken in the event of a child protection concern. The childminder has insufficient knowledge and understanding of the Early Years Foundation Stage and welfare requirements and as a result she is not fully aware of the legal requirements she should be meeting. The procedures in place for risk assessments are not sufficient as they are not reviewed on a regular basis as required. Fire evacuation procedures are in place, however they are not practised with the children, which means there are missed opportunities to identify weaknesses in the procedures. The childminder has committed an offence by failing to notify us of a change to the persons living on the premises. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

The childminder has not been proactive in updating her knowledge and understanding of the legal framework, to which she must adhere to. As a result the childminder is unable to identify the main weaknesses in her practice, even though she has completed a process of self evaluation. Very little training has been completed since her previous inspection, although the childminder receives regular support from the local development worker.

Toys and equipment available are limited and not all are age appropriate; some resources are of poor quality and broken, yet they still remain in the toy box. The resources available do not provide children with sufficient opportunities to take part in activities to promote all six areas of learning. The childminder sits and engages in children's play, however, as she is not aware of the Early Years Foundation Stage curriculum, she does not plan and provide a suitable range of activities and fails to support children so that their experiences are challenging and exciting.

The childminder completes a questionnaire with the parents when their child is placed to find out about their individual needs such as their cultural background. However the childminder does not plan effectively for children's individual developmental needs. Children are not helped to value diversity. The childminder provides some activities to acknowledge some festivals however these are limited, for example they make pancakes for Shrove Tuesday.

The childminder shares information with parents at the beginning of the placement

such as her policies and procedures. She verbally feeds back to parents, about the well-being of their child. The childminder has begun to seek parents' views of the service she provides by giving out questionnaires. The childminder has an awareness of working with other professionals that work with the children who receive the Early Years Foundation Stage in other settings.

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

The childminder's knowledge of the Early Years Foundation Stage, is not sufficient, as a result the activities provided do not challenge or stimulate the children in her care. Arrangements for observation and assessment are not fully effective and there are too few planned activities to extend and challenge children. The childminder is not confident in implementing the process of observation and identifying children's next steps for learning. There are some activities outside the home, which enable children to have access to a wider variety of play resources for example through the childminders' support group.

Children select the toys from the boxes available; they take great interest in new toys and explore and investigate them with joy. Children are taken out to feed swans, and they enjoy going out into the garden to play with the outdoor equipment. Children complete puzzles, they enjoy building using blocks and they explore malleable material and make shapes using cutters.

Children are secure in the setting, which enables them to explore and investigate with confidence. They are supervised adequately, however they do not always realise the need to tidy up the spaces they use for play to prevent them from tripping over toys. Children are beginning to learn how to keep themselves safe, for example, the childminder talks to them about road safety reminding them to hold hands when crossing the road.

Children are learning to have a healthy lifestyle; they have regular opportunities to go outside in the garden and play, they go to the park and they use the large play equipment such as the slide. Children are encouraged to brush their teeth during the day and they wash their hands before eating. Children are provided with a range of fruit and vegetables in the meals provided and other children are given the pack lunches their parents bring for them.

Children have a positive relationship with the childminder; they are confident within their environment. Children receive cuddles and they are praised for their achievements, for example when they successfully complete a puzzle. Children get on well with one another; they are learning to share and take turns.

Children's literacy, problem solving and skills relating to information and communication technology are not effectively promoted, due to the lack of resources and challenging activities provided on a daily basis.

## 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	4

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
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	4

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met