

## Inspection report for early years provision

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<b>Unique reference number</b>	107185
<b>Inspection date</b>	20/06/2011
<b>Inspector</b>	Marcia Robinson
<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 her adult son in a three storey town house close to the area of Surrey Quays, in the London Borough of Southwark. Minded children have access to the main living room area, downstairs bathroom facilities and a fully enclosed garden. The childminder is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of three children under eight years. She currently has two children in the early years age range on roll who attend on a part-time basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has an insufficient knowledge of the Statutory Framework for the Early Years Foundation Stage. As a result there are a number of breaches of requirements in the areas of safeguarding, organisation and documentation. This means that children are not suitably protected from harm and their overall welfare is not effectively promoted. Although relationships with parents and carers are friendly, these are not sufficiently focused on children's learning and development to ensure inclusive practice is satisfactorily promoted. Systems in place to monitor and evaluate the provision are under-developed which result in a failure to prioritise areas of development.

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:

- carry out a full risk assessment for each type of outing, which takes account of the nature of the outing, and review this assessment before embarking on each specific outing (Safeguarding and promoting children's welfare) 22/07/2011
- provide the following information for parents: details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted (Safeguarding and promoting children's welfare) 22/07/2011

- take all reasonable steps to ensure that hazards to children are kept to a minimum (Premises, environment and equipment) (also applies to both parts of the Childcare Register) 22/07/2011
- develop knowledge and understanding of EYFS to 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) 22/07/2011
- ensure that a daily record of the names of the children looked after on the premises and their hours of attendance are accurately maintained. (Documentation) (also applies to both parts of the Childcare Register) 22/07/2011

To improve the early years provision the registered person should:

- develop opportunities for children to learn about their own cultures and beliefs and those of other people
- develop the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice.

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

Children's needs are not promoted sufficiently because the childminder does not organise or plan her provision effectively. The childminder has developed a selection of suitable policies and procedures to refer to, including a safeguarding procedure, and has attended a child protection course. However, in practice she demonstrates a limited understanding of the signs and symptoms of abuse. The childminder keeps some of the required records that promote children's health, safety and well-being. However, an accurate record of children's hours of attendance is not being kept. This does not ensure the childminder has a true and up-to-date record of all the children's actual times of arrival and departure and this is a breach of regulations. The childminder conducts risk assessments of her premises. However, she has not fully identified hazards in relation to the trailing electrical wires which are within reach of children and a potential risk. Likewise, the childminder does not demonstrate an understanding of assessing the risks related to outings. These are breaches of requirements and potentially compromise children's safety.

Although the resources available to children are safe, large furniture set out in the main area where children play restricts their ability to move around the space freely. Furthermore, not all the resources available are age-appropriate for the children attending. Because of the restricted space available, play materials are mainly stored inside furniture or piled up in the corner of the room. This impacts on children's ability to feel safe and limits their ability to make choices for themselves as they have to rely on asking the childminder to bring what they want to them. The childminder works with parents to gain some information about

children's individual needs and backgrounds. However, in practice equality and diversity is not adequately supported. It is not reflected in the planning or in the range of resources available to promote the children's individual backgrounds, needs and languages. Although parents receive information about some of the childminder's written policies and procedures, the childminder has not shared the procedures to be followed in the event that a parent has a complaint and the contact details for Ofsted that she gives them are out of date. The childminder provides parents with basic information about their child's care through a daily record book and verbal feedback at the end of the day. However, there is insufficient focus on sharing information about children's progress. The childminder has limited systems in place to monitor children's achievements or to involve parents in their children's learning. Although, there are no children currently attending other settings delivering the Early Years Foundation Stage, the childminder demonstrates an adequate awareness of the need to ensure that effective communication takes place in order to fully support children's achievements. The childminder has taken some action to meet recommendations from previous inspections, but has not given due consideration to self-evaluation of her practice or provision. Consequently, she has not been able to accurately identify the strengths or weaknesses in her practice because of her limited insight into the Early Years Foundation Stage requirements, and as a result, there are a number of breaches of requirements.

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

The childminder's knowledge of the learning and development requirements is inadequate. For instance, children are frequently offered activities and resources which do not engage their interest or attention, or that are beyond their capabilities. The range of activities and experiences available does not ensure children progress sufficiently towards the early learning goals in all areas of their learning. Young children are settled with the childminder and show they have formed secure relationships with her. They generally display confidence and show an interest in their surroundings: for instance, they enjoy mark making with pencils, looking at books independently and choosing from a small selection of floor toys. They demonstrate their affection for the childminder by holding up their arms for cuddles and snuggling into her lap when they are upset or feel tired. Young children's fine motor skills and hand/eye coordination are developing as they push and press buttons whilst exploring interactive toys. The childminder enjoys playing and talking with the children but she demonstrates very little understanding of the areas of learning or the purpose of activities and, as a consequence, children do not achieve as much as they could. In addition, the childminder has little awareness of the importance of making observations and assessments and consequently, there are limited systems in place to assess children's progress and monitor their achievements against the early learning goals. Inclusion within the setting is not actively promoted because there are limited resources reflecting positive images of diversity and children have little opportunity to participate in activities where they learn about their own or other people's religions, cultures or backgrounds.

The childminder's knowledge of the welfare requirements is inadequate. Consequently, children's safety is compromised because not all risks have been sufficiently addressed inside the home and the inappropriate storage of furniture and play materials impacts on children's ability to feel safe. The premises and equipment are clean, although space is not always organised in a way to meet the needs of the children. For instance, large furniture is kept on the floor in the main area where children play which restricts their ability for free movement and well-spread out activities. Although meals are largely provided by parents, the childminder does not demonstrate a sufficient understanding of health and nutrition. Incidents of misbehaviour between children, such as hitting and snatching, are not managed positively by the childminder. She does not focus on explaining to children why their behaviour might be inappropriate or unacceptable; this impacts on children's ability to learn right from wrong.

## 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	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	4

### The quality of the provision in the Early Years Foundation Stage

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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	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
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:

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 this report ( Suitability and safety of premises and equipment) 22/07/2011
- take action as specified in the early years section of this report (Records to be kept) 22/07/2011

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 and safety of premises and equipment) 22/07/2011
- take action as specified in the early years section of this report (Records to be kept). 22/07/2011