

Inspection report for early years provision

Unique reference number	124794
Inspection date	04/07/2011
Inspector	Sandra Jeffrey

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.

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Description of the childminding

The childminder registered in 1996. She lives on a residential road in Old Coulsdon, within the London borough of Croydon. Children have access to the whole of the ground floor and supervised access to bathroom facilities on the first floor. There is an enclosed garden available for outside play. The childminder has two pet cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children aged under eight years, three of whom can be in the early years age range. There is currently one child in the early years age range on roll who attends on a part time basis. The childminder also offers care to older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has a weak knowledge and understanding of the Early Years Foundation Stage framework; consequently, a number of legal requirements are not being met. As a result, the childminder is unable to effectively support the children's welfare or their learning and development adequately. The childminder's insecure understanding of safeguarding and regulatory matters means that children's safety and wellbeing are also compromised. In addition, the lack of effective self-evaluation and an inability to keep up to date with changes within the early year's profession, means that the childminder does not identify key areas for improvement to develop and maintain the quality of the provision. However, the childminder is keen to improve her practice. Partnerships with parents are friendly and communication systems are in place, although these are not fully effective. Age appropriate toys and resources are freely available in the setting and space is used well to provide play opportunities for the 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:

- implement an effective safeguarding children policy and procedure to safeguard and promote the welfare of children (Safeguarding and promoting children's welfare) 15/07/2011
- complete an appropriate paediatric first aid course (Promoting good health) 15/07/2011

- keep a record of all risk assessments, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 15/07/2011
- devise and implement a system to carry out a full risk assessment for each type of outing. This assessment must take account of the nature of the outing and be reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare) 15/07/2011
- provide parents with the information in relation to the procedure to be followed in the event of a parent failing to collect a child at an appointed time or in the event of a child going missing (Safeguarding and promoting children's welfare) 15/07/2011
- develop equality of opportunity in practice, with relation to how the provision promotes and values diversity and differences (Organisation) 15/07/2011
- maintain a daily record of the names of the children looked after on the premises, including their hours of attendance (Documentation) 15/07/2011

To improve the early years provision the registered person should:

- update understanding of safeguarding children issues to enable effective and appropriate implementation of the safeguarding policy and procedure
- improve fire safety precautions by practising regular evacuation drills and record details of any problems encountered and how they were resolved in a fire log book
- gain knowledge and understanding of the Early Years Foundation Stage learning and development requirements, in order to ensure that children are provided with an educational programme that enables them to make progress towards the early learning goals in all areas of learning
- implement systems to ensure effective planning and assessment methods are in place in order to monitor children's progress and highlight any development issues at an early stage; therefore ensuring that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- develop an observation system of children's achievements, ensuring these are effectively linked to the six areas of learning and the expectations of the early learning goals, in order to effectively identify next steps for the children's development, in partnership with parents
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- ensure that all records are well maintained and reflect the practice of the setting and support the safe and effective management of the setting.

The effectiveness of leadership and management of the early years provision

The childminder has not implemented an effective safeguarding children policy and procedure, as is legally required. This places children at risk of harm, as the childminder has insufficient knowledge of the current procedures in line with the Local Safeguarding Children Board guidance. The childminder has also failed to keep up to date with her understanding of safeguarding children issues, because she has not attended recent safeguarding training. This inhibits her ability to implement procedures appropriately and without delay. Consequently, children are not fully safeguarded and their safety is compromised.

Risk assessments in the home and garden are conducted but records of these are not kept, which is a legal requirement. Also, the childminder has not implemented a system to carry out full risk assessments for each specific outing, which is a further legal requirement. As a result, the childminder is therefore unable to ensure all potential risks are identified and acted upon. Although smoke alarms and a fire blanket are in place and there is a fire evacuation plan on display, fire safety arrangements are not fully effective as emergency evacuations are not practised with the children. This failing places children at risk in the event of an emergency. In addition a daily record of children's attendance is not maintained, which is a legal requirement and could impact on children's welfare.

The childminder keeps relevant documentation that promotes children's health and well-being; including written consent from parents to seek medical advice or treatment for children in an emergency. These measures go some way to ensuring children's welfare is promoted and that parent's wishes will be adhered to in the event of an emergency. The childminder's paediatric first aid certificate has expired. However, whilst the childminder is currently in the process of rectifying this breach of regulation, it is not in a timely manner, as the certificate expired eight months ago, placing children at potential risk in the event of an accident or serious illness.

The childminder's home is welcoming and well organised, enabling the children to independently access the suitable range of toys and resources. The childminder regularly checks toys and equipment to make sure they are safe. The childminder creates a homely environment and has formed close bonds with the children, which ensures they all feel welcome. The childminder recognises that children have differing needs, but does not actively promote their understanding of equality and diversity. She does not ensure that her own knowledge about different cultures is up to date. Children are not taught about different cultures or beliefs and therefore have limited opportunities to develop an awareness or respect for the views of others and their religions. With the exception of a few dolls and some books; the range of resources available that reflect and positively promote diversity is very limited.

The childminder endeavours to work closely with parents to meet children's individual needs. She respects parent's wishes and ensures they are informed about any activities or trips the children have taken part in during the day. Parents

spoken to as part of the inspection process evidenced that they are pleased with the care offered by the childminder. However, parents are not provided with good quality information about the provision. They are not effectively informed about their children's achievements and progress and do not receive sufficient opportunities to be involved in supporting their children's learning and development. This is as a result of the childminder's insufficient knowledge of the Early Years Foundation Stage framework and her poor understanding of the early learning goals.

Parents have access to a selection of basic policies and procedures and written documents, including contracts agreeing the care of their children. However, these refer to the previous regulator and regulations. In addition these documents have not been signed by the childminder or parents. Therefore, they do not effectively reflect the service provided, or contribute to the safe or effective management of the setting. In addition, the childminder has not met the legal requirements to provide parents with information relating to the procedures to be followed in the event of a parent failing to collect a child at an appointed time, or in the event of a child going missing. This does not promote children's welfare effectively.

The childminder has not attended any training in the last three years. She has not kept up to date with current issues and does not have effective systems in place to monitor or evaluate her provision. As a result, the childminder is unable to identify her strengths and weaknesses effectively, or to target areas for improvement. Therefore, the childminder is unable to maintain continuous improvement to enhance the welfare, learning and development opportunities for all children in her care.

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

The childminder's lack of knowledge and understanding of the Early Years Foundation Stage framework results in a shortage of ineffective systems to ensure children are offered suitable experiences to make appropriate progress towards the early learning goals. Whilst children clearly enjoy their time in the setting and are kept occupied during the day, the lack of clear planning, observation and assessment does not ensure that children are offered a balanced curriculum that reflects all six areas of learning.

Without clear systems in place to monitor their development, it is not possible to determine if children's progress is the result of the input from the childminder, or is consistently maintained. It is therefore unclear if children's next steps are being achieved successfully. Overall, children's learning and development is not supported effectively. It is clear the childminder cares about the children and endeavours to provide them with a varied range of activities that interest them; however, these activities do not sufficiently challenge the children or extend their individual learning effectively.

The childminder is on hand to offer the children support and guidance whilst

playing with the toys. They are beginning to develop skills for the future and in communicating, literacy and numeracy. However, it is not possible to determine the extent to which children are adequately prepared for the transition from the setting to school, as a result of the lack of clear monitoring and assessment from the childminder.

Children have access to a suitable selection of books and materials to practise drawing and writing skills. However, without any effective observation or assessments systems in place, it is not possible to determine how effective any progress is, or if planning adequately supports children's individual developmental needs.

The children enjoy a selection of outdoor activities. The childminder is aware of the benefits of children having regular opportunities for fresh air and to develop their physical skills, such as climbing, running and catching. Children have some opportunities to learn about the world around them, as they visit local parks and play in the well equipped and maintained garden.

Children show they feel safe in the care of the childminder and respond positively to her care and affection. They are encouraged to develop skills, such as sharing and taking turns and consequently begin to learn how their behaviour affects others. Children are encouraged to make a positive contribution in the setting by showing consideration to others and by being kind and patient with each other and young babies.

Children are cared for in a clean and well maintained home where suitable hygiene routines mean that children are protected from the risk of cross-infection, such as washing hands prior to eating and using their own individual towels. Children are encouraged to develop healthy lifestyles and to enjoy a healthy and nutritious diet, in close consultation with parents.

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	4
The effectiveness of the setting's engagement with parents and carers	4

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	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:

- ensure an appropriate first aid qualification is in place (Welfare of the children being cared for) 15/07/2011
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 15/07/2011
- undertake a risk assessment of the premises and equipment, at least once in each calendar year, and immediately, where the need for an assessment arises; and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 15/07/2011
- keep a daily record of the names of the children looked after on the premises and their hours of attendance, and retain these records for a period of two years (Records to be kept) 15/07/2011

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 compulsory part of the Childcare Register (Arrangements for safeguarding children) 15/07/2011
- take action as specified in the compulsory part of the Childcare Register (Suitability and safety of premises and equipment) 15/07/2011
- take action as specified in the compulsory part of the Childcare Register (Records to be kept). 15/07/2011