

Inspection report for early years provision

Unique reference number	136692
Inspection date	11/10/2011
Inspector	Elizabeth Mackey
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 1996. She lives with her two adult children and teenage child in Beckenham. The whole ground floor of the childminder's house is used for minding and there is a garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for a maximum of six children at any one time. She is currently minding five children in the early years age group who attend on a part time basis. The childminder walks to local schools and pre schools to take and collect children and attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has insufficient knowledge of the Early Years Foundation Stage framework. Consequently, a number of statutory requirements relating to safeguarding, welfare and documentation are not being met. Additionally, although children take part in some enjoyable experiences and activities and the childminder promotes children's health satisfactorily, systems are not in place to plan a suitable education programme and assess children's progress. Therefore, children's individual learning needs are not routinely taken into consideration. Although the childminder has formed appropriate partnerships with other providers to share children's learning, she has unsatisfactory systems in place for effective partnership with parents to meet children's individual needs overall. Furthermore, the childminder has not implemented a self-evaluation process to enable her to identify and address areas for improvement, limiting her capacity to improve.

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:

- devise and implement an effective safeguarding children policy and procedure which complies with the procedures of the Local Safeguarding Children's Board and share this information with parents (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 28/10/2011
- develop knowledge and understanding of the Early Years Foundation Stage learning and development 28/10/2011

- requirements so that children are provided with a suitable educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Organisation)
- undertake sensitive observational assessment in order to plan to meet children's individual needs (Organisation) 28/10/2011
 - obtain the necessary information from parents in advance of a child being admitted to the provision, including the child's date of birth and the address of a parent or carer (Documentation) (also applies to both part of the Childcare Register) 28/10/2011
 - devise and implement a policy for the procedure to be followed in the event of a child being lost or uncollected and share this information with parents (Safeguarding and welfare) 28/10/2011
 - obtain necessary information from parents about who has parental responsibility for the child, which parent or carer the child normally lives with, and, emergency contact numbers and dietary and health requirements for each child (Safeguarding and welfare) 18/10/2011
 - conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year and include in the record the date of the review and any action taken following a review or incident (Suitable premises, environment and equipment) 28/10/2011
 - carry out a full risk assessment for each type of outing, which is reviewed before embarking on each specific outing (Safeguarding and welfare) 28/10/2011
 - request written permission from parents for seeking emergency medical advice or treatment (Safeguarding & Welfare) 28/10/2011
 - assess the risks to children in relation to the garden and lounge and take action to minimise these (Premises, environment and equipment) 28/10/2011
 - devise and implement a clearly defined procedure for the emergency evacuation of the premises (Premises, environment and equipment) 18/10/2011
 - implement a policy on equality of opportunities and include information about how the individual needs of all children will be met (Safeguarding and welfare) 28/10/2011
 - make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 28/10/2011
 - organise the premises to meets the need of children (Premises, environment & equipment) 28/10/2011

To improve the early years provision the registered person should:

- provide adequate space and a suitable deployment of resources to give children scope for free movement and well-spread activities
- carry out regular evacuation drills to enable children's understanding of emergency procedures, recording details of any problems encountered and how they are resolved
- develop an appropriate system of self-evaluation that will provide an accurate assessment of the effectiveness of the provision, clearly identifying areas to address to secure future improvement and enhance outcomes for children.

The effectiveness of leadership and management of the early years provision

Overall, children are not adequately safeguarded as the childminder does not have satisfactory knowledge of protecting children. For example, she is not aware of the correct procedures to follow in the event of a safeguarding concern arising. Furthermore, in some cases, the childminder is failing to obtain information from parents, including their address and child's date of birth. Additionally, the childminder has not conducted a risk assessment for the premises and any outings, or implemented any policies to help protect children from hazards. These failures are breaches of specific legal requirements and compromise children's overall safeguarding and welfare. Some safety measures are in place; for example, a safety gate and cupboard locks are fitted and appropriate fire safety equipment is in place. However, fire exits are not clear and a record of drills is not maintained. There are also a number of potential hazards identified in the setting, which means children are not sufficiently protected. For example, the garden does not have secure boundaries and there are insufficient measures in place for children to play safely.

Additionally, the childminder does not meet a number of legal requirements relating to documentation which indirectly compromise children's overall welfare and safety. She has standard agreements in place with most parents. However essential information and consents regarding children's care have not been completed for all the children. This means children's individual needs are not known or catered for. For example, the childminder does not have a procedure in place in the event of a lost or uncollected child, or procedures to follow in the event of an emergency. Neither has she shared this information with parents. Also, the childminder has not requested consent from all parents to seek emergency medical treatment, nor has she obtained emergency contact numbers for all the children in her care. The childminder provides a basic range of resources to help children progress. However, the space available for children to play is unimaginative and small. Consequently, babies attempting to crawl and stand up are restricted in their movement, and in turn, their independence.

Through discussion the childminder demonstrates an appropriate understanding of her role in meeting the specific needs of children. However, she has not obtained essential information regarding children's medical history, background or their ethnicity; therefore she is unable to meet their individual needs. The childminder

has formed appropriate partnerships with other settings the children attend to share children's learning, for example she communicates with teachers and key workers at the school and pre-school. She shares information with parents by having a brief catch-up with them at the end of the day. Children's enjoyment and achievements are undervalued, their progress is not tracked and planning for future development is weak.

In the main, the drive for improvement and self evaluation is unsatisfactory. However the childminder has taken some steps to maintain continuous improvement. For example, she has met a recommendation set at the last inspection to provide parents with Ofsted's address. However, she has not implemented a procedure for parents to follow if they have a complaint. The childminder has not addressed a further recommendation to request permission from parents to seek emergency medical treatment; this has been made an action at this inspection. The childminder has updated her paediatric first aid certificate; however, she has not undertaken any further training to improve her knowledge and skills in order to improve the outcomes for children. The childminder demonstrates a willingness to work with the local early years department, which is likely to bring about improvement. She recently evaluated her setting and identified that she was not meeting the welfare or learning and development requirements. Following this inspection, the childminder is now aware of the need to address the breaches in requirements as a matter of urgency to fully protect the children in her care.

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

The childminder has limited knowledge of the six areas of learning and the early learning goals. As a result, children do not experience a sufficiently sound curriculum of activities to promote their learning and development. Overall, there are a fair selection of resources and activities made available, although this is within a limited space. The restricted play area prevents opportunities for children to develop in all areas of learning and limits their enjoyment. The childminder interacts in a friendly and caring manner with children and responds to them appropriately. She spends time with them, joining in their play. The childminder meets children's evident care needs overall as children are adequately supervised and supported. For example, when babies are developing their physical independence and try to stand, the childminder provides suitable resources to encourage this. Children's communication skills are encouraged because the childminder talks to them. Babies respond to this by smiling and using gestures.

Children have opportunities to explore, investigate and develop their knowledge and understanding of the world through visiting a local park, library and toddler group. Children enjoy going on a daily walk where the childminder encourages them to be aware of their surroundings. However, the childminder's lack of assessment and planning compromises the effectiveness of monitoring children's progress. This failing also compromises the effectiveness of the provision of play opportunities and activities that allow children to develop their skills in each area of

learning. Although children make some progress towards the early learning goals and areas of their development, it is likely to be incidental and as a result they are unable to develop to their full potential.

There are some measures in place to promote children's health. For example, children are encouraged to participate in everyday good hygiene routines. Some arrangements are in place to promote children's good health. For example the childminder holds an up-to-date first aid certificate and provides children with healthy home cooked meals and opportunities for outdoor activities. The childminder takes some positive steps towards older children learning how to keep themselves safe; for example they practise road safety and learn to respect the house rules. However, younger children use a small slide in the garden without sufficient protection from the concrete floor. As a result, not all children are developing a suitable understanding of safety through observing and participating in good practice. Children are encouraged to develop habits and behaviour appropriate to good learners through the childminder's suitable strategies. For example, she gives children opportunities to interact with other children outside the setting to learn about the sharing of resources, providing praise and encouragement for each of their efforts. As a result, children are developing their social skills in their relationships with both their peers and adults.

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	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

The quality of the provision in the Early Years Foundation Stage	4
------------------------------------------------------------------	---

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	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- 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. Ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 18/10/2011
- take action as specified in the early years section of the report (Procedures for dealing with complaints) (Providing information to parents) (Arrangements for safeguarding children) (Records to be kept) 28/10/2011

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 requirements of the Childcare Register (Suitability and safety of premises and equipment) (Procedures for dealing with complaints) (Providing information to parents) (Arrangements for safeguarding children) (Records to be kept) 28/10/2011