

Inspection report for early years provision

Unique reference number	EY264452
Inspection date	18/10/2011
Inspector	Pamela Bailey
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 2003. She lives with her husband who is also a registered childminder and their three school age children. They live within the London Borough of Greenwich, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding six children in this age group. She also offers care to children over five years. The childminder takes and collects children from the local school. She attends several toddler groups on a regular basis and takes children to the local parks and library. The childminder holds an appropriate level 3 childcare qualification and is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder does not promote all aspects of children's welfare effectively overall, as she is in breach of several of the specific legal requirements relating to safeguarding children and documentation. Nonetheless, some appropriate procedures are in place to ensure children are cared for in a safe and secure environment. Systems to support children through observation and assessment are developing and children are making adequate progress towards the early learning goals. Although the childminder shows ambition for professional development, self-evaluation fails to identify a number of significant issues. As a result, the childminder has limited future plans that will bring about continuous improvement to the provision and enhance 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:

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 01/11/2011
- request written parental permission to the seeking of 01/11/2011

- any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 01/11/2011
- obtain prior written permission from parents for each and every medicine before medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 01/11/2011
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 01/11/2011
- keep a daily record of the children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 01/11/2011

To improve the early years provision the registered person should:

- develop systems of reflective practice and self-evaluation to identify the setting's strengths and priorities for improvement in partnership with parents that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of child protection issues and what to do if she has a concern about a child in her care. However, the childminder is caring for more children than her conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

There is insufficient regard to children's individual health needs and the management of documentation. For example, the childminder does not request prior written parental permission to the seeking of any necessary emergency medical advice or treatment for each child. Nor does she obtain prior written consent from parents for each and every medicine before the medication is given. The daily records do not reflect the children's hours of attendance. The childminder uses risk assessments to reduce potential risks and hazards to children inside her home and has devised general strategies for keeping children safe when out and about; however, these strategies do not include a risk assessment for each type of outing. These failings constitute breaches of specific legal requirements and compromise children's overall welfare.

Since the last inspection the childminder has become a member of her local childminding network and achieved a level 3 qualification in early years. This shows her ambition for professional development. However, systems for self-evaluation are not based on rigorous monitoring and analysis of the provision. Self-evaluation has failed to provide the childminder with an accurate diagnosis of the strengths and weaknesses of the provision. Little action has been taken to secure improvements with regards to recommendations raised at the last inspection which has a significant impact on children's overall well-being.

The childminder seeks the views of parents through a feedback form and has received some favourable comments. However, opportunities to actively involve parents in the decision making about the provision have not been fully explored. Appropriate communication with parents about individual children's care and achievements is developed through regular verbal feedback, daily diaries and learning journals. Parents support their children's learning and development through continuing activities at home. The childminder's written policies and procedures ensure parents are kept adequately informed about her childminding services. Emerging partnerships with other providers of the Early Years Foundation Stage framework enables continuity of learning and care for children attending other settings. Although there are no children currently attending with special educational needs and/or disabilities, the childminder engages with childminding networks where she is able to access specialist knowledge, skills and resources.

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

Children are relaxed and settled in the childminder's home. They enjoy friendly relationships with each other, welcome visitors and are confident to introduce themselves. The childminder makes regular observations and assesses children's learning against the expectations of the early learning goals. However, the childminder does not always plan and provide motivating experiences which are appropriate to each child's stage of development, in particular areas of numeracy and literacy. Children have few opportunities to write for different purposes, links letters and sounds or develop their understanding of number concepts during practical activities. For example, the childminder uses flash cards for counting and recognising numbers or wipe boards for children to learn to write their names. These activities are too overly adult-directed. As a result, children quickly lose interest or refuse to join in.

Children's creative and imaginative development is encouraged through activities, such as arts and craft, and role play. They investigate using their senses when playing listening games that encourage them to explore sounds. Children learn about different cultures and beliefs through celebrations of festivals. They are able to dress-up in different cultural attire, sample foods, dance and listen to different cultural music and play instruments. Children learn about the environment through visits to local amenities.

Children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines and regularly take part in activities that contribute to their health and develop their physical skills. Trips to the local park where there is large scale climbing equipment, and the use of wheeled toys in the garden, help to develop children's balance and coordination. Children benefit from a range of healthy snacks, such as salad vegetables which help them to recognise foods that are good for them. Children are developing an awareness of how to stay safe. They help to tidy up, practise the emergency evacuation procedures and learn about road safety when out and about in the community.

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	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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:

- take action as specified in the early years section of the report (Records to be kept) (also applies to the voluntary part of the Childcare Register) 01/11/2011

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 (Records to be kept) 01/11/2011