

Inspection report for early years provision

Unique reference number	EY358528
Inspection date	15/08/2011
Inspector	Jacqueline Walter

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.

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 2007. She lives with her husband and two children in a maisonette, situated within the London Borough of Wandsworth. The provision is close to shops, parks and transportation links. The whole of the first floor is used for childminding. The family keeps an aquarium with fish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range, and of these no more than one may be under one year old. She also has a variation which currently allows her to care for a maximum of four children in the early years age range. The childminder is currently minding four children in this age group. She takes and collects children to and from local schools and offers care to children aged over five years.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Good quality interactions, appropriate knowledge of each child's learning needs and a suitably organised learning environment ensure that children's learning is promoted well overall. Information from assessment, although infrequent in some aspects, is used well overall and the childminder plans and provides a good range of stimulating experiences. This enables children to make good progress in their learning and development. However, limited knowledge and implementation of some welfare requirements means some aspects of children's safety are not adequately promoted. Partnerships with parents and other settings are good overall; however, some required information is not shared. Self-evaluation systems are producing positive steps towards improvement, demonstrating the childminder's commitment to the continual enhancement of 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:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting
- 29/08/2011

- children's Welfare)
• ensure information regarding the procedures to be followed in the event of a parent failing to collect a child at the appointed time, and the procedures to be followed in the event of a child going missing, are shared with parents (Safeguarding and promoting children's Welfare) 29/08/2011
- ensure the daily record of children's presence includes their hours of attendance (Documentation) 29/08/2011
- ensure a full risk assessment is carried out on each type of outing (Safeguarding and promoting children's Welfare) 29/08/2011

To improve the early years provision the registered person should:

- develop the assessment system further to ensure children's progress is regularly monitored
- develop the risk assessment further to cover anything with which a child may come into contact, with particular regard to the stairs.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of signs and symptoms of abuse and is confident in knowing the procedures to follow when concerns are raised. However, children are inadequately safeguarded overall as some areas of the childminder's practice are not shared with parents or maintained adequately; for example, the childminder does not currently share information regarding the procedures she will follow in the event of a parent failing to collect a child, or if a child becomes lost or missing. In addition, although the childminder has obtained most parental consents, she has not requested written parental permission to seek any emergency medical advice or treatment. The childminder keeps a record of children's attendance; however, the record is not appropriately maintained. These aspects of practice are unmet legal requirements that could compromise children's overall welfare.

Through discussion the childminder demonstrates a secure understanding of inclusion regarding children with special educational needs and/or disabilities. There are good partnerships with parents in place overall; for example, the children's achievements are shared through photographs of what children are doing and daily communication books enable effective two-way communication. The childminder provides parents with good quality information on the setting overall through her policies and procedures. Parents are effectively involved in their children's learning; for example, sharing children's developing skills in learning sign language with the childminder, by continuing this learning together at home. The learning environment effectively helps children progress towards the early learning goals; with good range of stimulating resources organised safely allowing children to direct their own play and develop good decision making skills.

The drive for improvement and self-evaluation is appropriate overall. The childminder has taken some positive steps to maintain continuous improvement. She has completed an evaluation of her practice and invites parents to complete questionnaires. The information she gains enables her to identify some areas for improvement and implement appropriate actions; for instance, as a result of the parent's responses, more information on the children's day is being shared in the communication books. In addition to this, the childminder has welcomed and implemented advice from the local authority adviser and successfully completed all recommendations from her previous inspection. As a result, children's overall welfare and learning are being promoted more effectively.

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

The childminder provides a welcoming, child friendly environment. Children display a strong sense of belonging and appear settled and happy. They show good levels of self-esteem and independence; for example, they proudly show their work and are confident in choosing what they want to play with. The childminder supports and extends children's learning well overall. Children are developing good communication and language skills because the childminder engages them in open-ended questions throughout their play to make them think and focus. The childminder interacts well with children; for example, she explains what she is doing and motivates children using lots of praise and encouragement.

Children make good progress in their learning and development overall. The childminder effectively plans and supports children's learning by successfully linking activities and using additional resources to consolidate learning; for example, to encourage the understanding of a specific shape and colours, children are able to read a familiar story that highlights these themes and make a model using the shape involved. In addition to this, the story book is made available for children to refer too whilst making their models. As a result, children focus and enjoy their learning. Children have good opportunities to explore, investigate and develop their knowledge and understanding of the world; for example, they enjoy first hand experiences, such as visiting a crop farm and the local library. The childminder makes recorded observations of their abilities, skills and knowledge. She uses her observations to identify their next steps of development and assesses their progress. However, the monitoring of children's progress is not regular and as a result, children are not always effectively challenged.

Children's health is promoted well and there are good opportunities for children to adopt a healthy lifestyle. They participate in effective hygiene routines, such as wiping their hands before and after meals. Children also make healthy choices as they help to prepare some of their lunches. In addition to this, children help the childminder shop for the fruit used in their snacks. As a result, they know that healthy food helps them to grow. The childminder discusses and practises road safety with children and together, they take part in regular evacuation drills. Consequently, they are developing an understanding of keeping themselves safe. Some positive steps to promote their physical safety are in place; for instance,

identification documents are checked regarding unknown visitors to the setting. Although the childminder has taken account of the abilities of children when using the stairs, and therefore does not fit a safety gate, she has not considered children's safety when they are playing on the landing and could accidentally trip or fall down the stairs. In addition to this, a full risk assessment is not conducted on every outing and trip. This is a further unmet legal requirement which could put children at risk. Children are effectively encouraged to develop habits and behaviour appropriate to good learners, their own needs and those of others. There are good relationships between children and the childminder, and children collaborate and cooperate with their peers well, inviting them to join in with games.

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	3

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	3
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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 the report (Records to be kept) 29/08/2011

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 (Records to be kept). 29/08/2011