

## Inspection report for early years provision

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<b>Unique reference number</b>	124653
<b>Inspection date</b>	08/11/2011
<b>Inspector</b>	Sandra Jeffrey
<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 has been registered since 1995. She lives with her husband and two children, aged 18 and 12 years. They are situated on a residential road within walking distance of shops, schools, parks and public transport links. They are located in Thornton Heath, which is within the London Borough of Croydon. Children have access to the ground floor of the home and bathroom facilities on the first floor. They do not have access to the garden, but are taken out for walks and visit local parks on a daily basis. The childminder has a dog and two finches as pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, three of whom may be in the early years age range at any one time. There are currently five children in the early years age range on roll. The childminder also cares for older children. The childminder supports children who have special education needs and/or disabilities. The childminder also works with an assistant. The childminder holds a level 3 childcare qualification. She is a member of the National Childminding Association and the local Childminding Network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming environment for all children in her care and plans a familiar routine to help children feel safe and secure with her. She offers a satisfactory range of activities that help children make sound progress in their development, although systems to observe and plan for their future learning are not yet wholly effective. The childminder has close working partnerships with parents and works towards developing these with others involved in the care of the children. Most systems and records support the safe and efficient management of the setting; however, requirements for safeguarding and complaints procedures are not fully met and not all those left in care of the children have first aid training. The childminder reduces hazards effectively through her risk assessment, but does not fully consider the impact of pets on children's well-being. The childminder is developing her self-evaluation skills to enable her to more effectively assess the service she provides; meanwhile she sufficiently maintains continuous improvement.

## **What steps need to be taken to improve provision further?**

To meet the specific requirements of the EYFS, the registered person must:

- ensure an effective safeguarding procedure is implemented in line with the Local Safeguarding Children Board's guidance and procedures (Safeguarding and promoting children's welfare) 22/11/2011
- ensure one person who has a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 22/11/2011
- keep a written record of complaints and their outcomes. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare register) 22/11/2011

To further improve the early years provision the registered person should:

- review the risk assessment in relation to the procedures around the contact the family dog has with the children
- develop further the observation and assessment system of children's achievements, to ensure they are used effectively to identify the next steps for children's development and ensure planning covers each of the six areas of learning in sufficient breadth and depth, to support the children's learning journey effectively.

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

The childminder works with an assistant at times, who is occasionally left alone with children for short periods. The childminder, however, has failed to ensure these arrangements are agreed and confirmed in writing by parents, as required by her conditions of registration. This is an offence unless the childminder gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take any further action. The childminder has a sound understanding of her responsibilities with regard to safeguarding issues and the basic steps to take if she has concerns about a child in her care. This sufficiently safeguards children overall and protects them from harm. However, she has not met a number of requirements. She does not have a copy of the Local Safeguarding Children Board guidance to ensure her safeguarding procedures are appropriate and does not have all required information easily accessible. This does not help her to take prompt action if she has any concerns regarding children's welfare. The childminder does not ensure her assistant has a valid first aid certificate in place so that children receive appropriate support in the event of an accident. The childminder implements an appropriate complaints procedure, but does not maintain a written record of complaints and the action taken as a result. The childminder keeps all other relevant documentation that promotes children's health and well-being, such as information about their medical needs and parental

consents for seeking emergency medical advice or treatment.

The childminder builds close relationships with parents and ensures that she shares information with them on a daily basis. This helps her identify and support children's individual needs, including any special educational needs and/or disabilities, and she provides a welcoming and inclusive setting. A parent spoken to during the inspection advised that she is very happy with the care provided by the childminder. Parents have access to information about the setting, including a selection of written policies and procedures. The childminder works towards establishing links with other settings children attend, such as nurseries and schools. She provides schools with a transition report to help them provide continuity in children's care and learning.

The childminder's home is welcoming and well-arranged, enabling children to play freely and to independently access the satisfactory selection of toys and resources; these are clean and well-maintained. In the main, the childminder effectively minimises potential hazards in the home and when embarking on outings. Suitable safety measures are in place including several safety gates, fire safety equipment and suitable supervision levels. Arrangements in relation to the pet dog however, are not fully suitable. The dog is very friendly and does not appear to present a risk to children. However, the dog is easily excitable and very insistent in its endeavours to be petted. This results in children asking several times for it to be moved away, including when they are trying to eat lunch at the dining table. While pets do provide children with much enjoyment and good opportunities to learn about caring for animals, they are also permitted to compromise the children's comfort and well-being.

The childminder is keen to continue developing her self-evaluation process in order to bring about improvements in the service she provides. She attends regular training in early years practice, which enables her to keep up to date with changes and developments. This enables her to continuously improve the service she provides.

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

Children settle well and enjoy the time they spend with the childminder. The childminder is fully attentive to their wishes and devotes her time and energy to them willingly. Children develop a strong sense of importance and self-worth as a result of the genuine care and affection they receive from the childminder. As such, they are happy to express their views and confidently voice their needs and interests; for example, they ask the childminder to get the puppets out again, following a successful activity the previous week. A selection of references written recently by parents was viewed as part of the inspection process. These confirm that parents are very happy with the service she provides and expressed gratitude to the childminder for the care their children receive.

Children develop awareness of equality and diversity as they learn valuable lessons

in how to respect each other's differences. They celebrate different cultures, such as through painting their hands with henna during Eid. The childminder provides continuity for children, including those with special educational needs and/or disabilities, as she agrees behaviour management strategies with parents. Children learn to share and take turns with positive support from the childminder. She helps them think about how their actions affect others and gives them skills for the future in relation to collaborative relationships. For example, the children know they each have a set length of time on the computer. They learn the concepts of time and simple addition and subtraction as they use the clock to time each other when waiting for their turn. Children also enjoy singing counting songs, such as 'five current buns' and 'five little ducks', with the aid of innovative hand puppets.

Children have access to a satisfactory range of books and mark-making materials. These help them develop early literacy skills. Children develop their early language skills; for example, the childminder patiently waits for them to talk about events and activities over the weekend and praises them for 'nice clear talking'.

Children have regular opportunities to develop their physical skills as they take part in trips to local parks and enjoy games of golf and skateboarding in the nearby courtyard. These arrangements ensure children receive sufficient opportunities to take part in physical exercise in the fresh air. Children learn about road safety and wear reflective high-visibility jackets with the childminders contact details. This helps to ensure their safety when out. Children develop awareness of healthy diets. The childminder works in close partnership with parents to ensure the provision of healthy meals for the children. Children are aware that they will 'grow big' if they eat their food and are offered healthy snacks of fresh fruit. They have access to fresh drinking water from the accessible water fountain.

The childminder provides a generally suitable curriculum for the children, based on their interests and needs; as a result children are making steady progress in their learning in relation to their capabilities and starting points. The childminder makes observations of children's achievements and is growing in her confidence in linking these to the six areas of learning. The childminder uses the assessments of the children's development to think about relevant experiences and activities to help them progress further in their learning. The childminder is still adapting these systems and is aware that further development is necessary to ensure that they more effectively cover all areas of learning, in line with the Early Years Foundation Stage learning and development requirements.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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. (Welfare of the children being cared for; Procedures for dealing with complaints) 22/11/2011

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 early years section of the report. (Welfare of the children being cared for; Procedures for dealing with complaints) 22/11/2011