

Inspection report for early years provision

Unique reference number	EY423446
Inspection date	16/11/2011
Inspector	Natasha Parsons
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 was registered in 2011 and lives with her two children. They live in a first floor flat in Ilford in the London borough of Redbridge. The whole of the flat is used for childminding. 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 four children under eight years, of whom no more than one may be in the early years age group. She has two children on roll that are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not met, as safeguarding procedures are not implemented by the childminder and children are not always adequately supervised. Children have a warm relationship with the childminder and they are making appropriate progress in most areas of their learning. However, they are not learning fully about the importance of hygiene routines. The childminder shares information with parents but does not have procedures in place to share child protection concerns with them. The childminder has self-evaluation processes in place but these have failed to identify the weaknesses in her provision. This impacts on her capacity to drive improvement. However, following inspection, she expresses a willingness to develop her provision further.

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:

- take necessary steps to safeguard and promote the welfare of minded children by implementing safeguarding procedures when required (Safeguarding and promoting children's welfare) 08/12/2011

To improve the early years provision the registered person should:

- help children to recognise the importance of keeping healthy, and those things which contribute to this, with particular regard to hand washing
- maintain a two way flow of information with parents, with regard to

- developing strategies to inform them of child protection concerns
- take positive steps to ensure that children are supervised at all times.

The effectiveness of leadership and management of the early years provision

Children are not adequately safeguarded and protected. The childminder has recently undertaken safeguarding training and she has a policy and procedures in place. However, when she has had concerns about a child in her care, she has not followed her procedures or used her knowledge of child protection to protect children from further harm. This is a breach of requirement and impacts significantly on children. The childminder makes risk assessments and uses visual checks of rooms during the course of the day to keep children safe. Generally, children remain in her direct care when inside and on outings. However, during the inspection they were left unsupervised while she was changing her own child and this impacts on their safety and wellbeing. All of the required records, policies and procedures to safeguard children are in place, including an attendance register, along with accident and incident records.

Children develop independent and inquisitive skills as they use the accessible range of satisfactory resources which are appropriate for their ages and stages of development. All children are welcome and there is no gender bias. Children are learning about wider society through using resources and equipment that promote diversity. They also learn about other languages through conversation with the childminder, who is French, and through the reading of dual language books. Families are supported through the flexible and part-time care offered and are appropriately supported when settling children in.

The childminder can identify areas for development but her self-evaluation systems have failed to identify the key weaknesses in her provision. This failure impacts on her capacity to improve and does not show a commitment to improvement. However, following inspection she expresses a willingness to develop her practice further.

Parents are provided with useful information about the setting. The childminder ensures that there is a regular exchange of information, providing them with adequate information on how well children are achieving, their well-being and development. However, the childminder has not developed strategies to inform parents when she has safeguarding concerns. This impacts significantly on her working relationship with parents and on the safety of children. Currently none of the children attend other settings that deliver the Early Years Foundation Stage. However, the childminder understands the importance of working in partnership with other providers to ensure a shared approach to children's care and learning.

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

Children are happy and settled. They have made firm attachments to the childminder and one another and enjoy their time in her home. They are making steady progress, given their starting points and are provided with a satisfactory range of activities that covers all areas of learning. They benefit from interaction with the childminder when they play together on the floor and read books. The day is organised to meet children's care needs, including meals and sleep times. Children regularly spend time outside when going on the school run and visiting local parks which promotes their feelings of wellbeing. The childminder makes appropriate observations to monitor children's progress and sets accurate targets for their future development. Children are supported to learn about right and wrong and are praised for their good efforts. They learn about caring for equipment and take on responsibilities when they help pack away before snack time. They are learning to count as they stack bricks and they work out how to use equipment. They are developing their communication skills as the childminder talks and reads to them. They explore texture as they focus on rolling out play dough and use creative materials, such as colouring books and pencils. They develop an awareness of the natural world as they go out to collect leaves.

Generally children's health is promoted through effective hygiene practices, including hand washing before eating and appropriate nappy changing routines. However, children do not fully learn the importance of good hygiene, since the childminder gives no explanation as to the importance and benefits of these routines. Children have regular opportunities to engage in physical activities when they visit local parks and play centres and dietary needs are met through the healthy snacks, drinks and meals provided. They are learning about how to stay safe as the childminder teaches them about road safety. They feel safe and secure in the care of the childminder, but the safeguarding issues identified at the inspection impact on their safety.

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

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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	4
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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