

## Inspection report for early years provision

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<b>Unique reference number</b>	116084
<b>Inspection date</b>	18/11/2011
<b>Inspector</b>	Jacqueline Walter
<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 registered in 2000. She lives with her husband, two adult children and one school age child in the London Borough of Hounslow. The home is close to shops, parks and transportation links. The upstairs bathroom and the whole of the ground floor of the childminders house are used for childminding and there is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time, of these no more than three may be in the early years age range. She is currently minding three children in this age group and also offers care to children aged over five years to 11 years. The childminder collects and takes children to local schools and supports children who are learning to speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's needs are inadequately met as the uniqueness of each child is not fully recognised. Limited knowledge of each child's needs, weaknesses in the environment and planning and assessment systems result in children being unable to reach their full potential. The childminder has insufficient knowledge of some of the Early Years Foundation Stage requirements. Consequently, a number of legal requirements are not being met, compromising children's overall safety and health. The partnership with parents and other agencies is satisfactory overall. However, the childminder demonstrates a very limited commitment to self-evaluation and continuous improvement, and therefore enhancing the 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 the risk assessment identifies aspects of the environment that need to be checked on a regular basis, with particular attention to the oil heater, storage under the stairs and the bathroom lock (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 05/12/2011
- ensure prior written permission for each and every 05/12/2011

- medicine from parents is obtained before any medication is given (Safeguarding and Welfare) (also applies to both parts of the Childcare Register)
- ensure a record is held for all children, regarding which of their parents or carers the child normally lives with (Documentation) 05/12/2011
  - ensure a daily record is held of the names of the children looked after on the premises, which includes their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 05/12/2011
  - undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation). 05/12/2011
  - plan and provide experiences which are appropriate to each child's stage of development, in all areas of learning, as they progress towards the early learning goals (Organisation) 05/12/2011

To improve the early years provision the registered person should:

- consider taking essential equipment on outings, with particular regard to a first aid kit
- provide opportunities for children to develop positive attitudes to diversity and difference, with particular attention to disability
- further develop systems to identify the settings strengths and priorities for development and improve the quality of the provision for children.

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

Children are appropriately protected from harm as the childminder has an appropriate understanding of indicators that would cause concern. She is also aware of the procedures to follow if concerns are raised with children. The childminder is robust in ensuring suitability of all adults in the setting, for example, appropriate checks have been completed on all adults. However, all the required documentation is not appropriately held. For example, some of the children's records do not include details regarding which of their parents or carers they normally live with. In addition to this, the daily record of children's attendance does not accurately reflect the children's hours of attendance. Some aspects of the learning environment are organised appropriately to help children progress. There are some opportunities for children to develop appropriate skills in independence and in choice making. For instance, the kitchen and dining room are fitted with low level shelves, which enable children to access their toys independently.

Children who are learning to speak English as an additional language are supported appropriately. For example, the childminder finds out and uses phrases in children's own language and then repeats the words in English. Children are able to develop some good understanding of diversity, through dressing up clothes, celebrating various festivals and the learning of another language, such as

Urdu. The childminder has appropriate partnerships with parents. For example, daily chats to share information on the children's day and learning. Parents also view written copies of the childminder's policies at initial meetings. Through discussion the childminder demonstrates an appropriate understanding of encouraging partnerships with other agencies to support children's learning and development.

Overall the drive for improvement and self-evaluation is inadequate. The childminder takes some steps to evaluate her provision. For example, children's health and safety is successfully improved through her effective completion of all the recommendations previously made by Ofsted. The childminder also evaluates her skills and understanding and has undertaken a wealth of additional training to enhance outcomes for children. For example, she has attended training courses in completing risk assessments, supporting children with sign language, observation, assessment and planning, singing hands and little books. However, despite these courses being completed, little action has been taken that successfully impacts on the children's welfare and development. As a result, serious weaknesses remain in promoting the children's learning, health and safety. In addition to this, the childminder does not seek the views of parents and children to support improvement, nor does she gather and analyse any evidence about the effectiveness of the early years provision.

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

The childminder is caring and has warm relationships with children. She interacts well with young children in some areas of learning. For example, she introduces them to visitors, and offers reassurance, which in turn helps to settle them appropriately. As a result, children feel safe in approaching and being with her. The childminder promotes their communication language and literacy skills appropriately. For example, she talks to young children, repeating her words and using some body language. As a result, they mimic her actions and are beginning to understand simple instructions. The childminder provides an appropriate selection of resources and activities in most areas of development and play. For example, young children are able to develop knowledge of shape, space and measure through using shape sorters and engaging in building brick towers. However, there are very limited opportunities for children to develop an understanding and valuing of people with disabilities. Through discussion the childminder demonstrates she has some understanding of how to support children's learning. For example, she talks to parents and gathers information about children's interests and dislikes. This in turn, helps her to ascertain their starting points. However, as a result of her observations not being accurate enough to monitor children's progress, the childminder has little understanding of the children's stage of development or their next steps in learning. Consequently, planning is extremely basic and it is not linked to children's individual learning needs or their interests. As a result, children are often not challenged effectively. For example, very young children are encouraged to recognise the alphabet in their written form and to pronounce letters non-phonetically.

The childminder takes some positive steps to promote children's safety. For example, she regularly checks children are safe when they are sleeping and accessible electrical sockets and kitchen cupboards have safety locks and covers fitted. However, not all hazards are identified and minimized. For example, young children can access the control switches on an oil radiator. They can also access an under stair storage cupboard, where large household items can easily fall upon them. In addition to this, children are able to reach a bolt on the bathroom door and lock themselves in. Children's health is also inadequately promoted. For example, parent's written permission to administer each and every medicine is not obtained before medication is given. In addition to this, a first aid kit is not taken on outings, which means the childminder is unable to administer effective first aid treatment.

Children are developing some understanding of keeping themselves safe and healthy. They make some healthy choices about what they eat and drink. For example, they choose the fresh fruit they want and are able to independently access their drinks from their own bottles or cups. Children have appropriate opportunities to be active. For example, they are able to use the garden in good weather and regularly visit a local park. Children are appropriately encouraged to develop habits and behaviour appropriate to good learners. They benefit from praise and encouragement and as a result, their behaviour is satisfactory. The childminder is a positive role model and uses appropriate methods for the age and understanding of children. For example, she distracts young children away from situations by using alternative toys. Overall, the children enjoy their time with the childminder and are developing relationships with their peers.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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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 (Suitability and safety of premises and equipment) (Records to be kept) 05/12/2011

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 (Suitability and safety of premises and equipment) (Records to be kept) 05/12/2011