

Inspection report for early years provision

Unique reference number	140228
Inspection date	21/02/2012
Inspector	Samantha Smith
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 has been registered since 1994. She lives with her husband in a ground floor flat, situated in the "Ladders area" of London borough of Haringey, within short walking distance of local schools, shops and travel links. The lounge is the main area used for childminding. There is a fully enclosed garden available for outside play. 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 four children under eight years at any one time, no more than two may be in the early years age range. There is currently one child in the early years age range on roll, attending full time. The childminder cares for children learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall, the childminder is adequately meeting children's care needs. However, she is not meeting the learning and development requirements and is unable to support children's learning suitably. In addition children have limited opportunities to learn about their own and others' cultures and beliefs. The childminder has a limited knowledge of the Early Years Foundation Stage and as a result, she is failing to meet a number of the welfare requirements. She does not maintain a record of the risk assessment for her home. In addition she has no understanding of the required procedures she should have in place for dealing with complaints. The childminder gains basic information about children's care needs from parents, but does not involve them in their child's learning. In addition she has not requested the required consent for seeking emergency treatment, or gained consent for taking children on outings. The childminder does not share important information with parents such as the complaints procedure or the procedure she would follow in the event of a child becoming lost. The childminder has no system in place to monitor her provision, she has not addressed all recommendations for the last inspection and her capacity to improve is weak.

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:

- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 12/03/2012

- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 12/03/2012
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 12/03/2012
- request written permission from parents to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 12/03/2012
- provide the following information for parents: the complaints procedure and the procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare) 29/02/2012
- put in place a procedure for dealing with concerns and complaints from parents (Safeguarding and promoting children's welfare) 12/03/2012

To improve the early years provision the registered person should:

- develop further opportunities for children to learn about their own and other people's cultures and understand the similarities and differences between them in a diverse society
- obtain written parental permission from parents for children to take part in outings
- develop opportunities for parents to contribute towards their children's ongoing assessments
- develop monitoring systems in order to evaluate and identify the setting strengths and priorities for future development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are satisfactory. The childminder demonstrates a sufficient knowledge of safeguarding issues, including the procedure to follow if she had concerns about the welfare of children. The childminder creates a safe environment for the children and puts in place suitable measures to minimise risks to them. She describes how she keeps children safe when on outings and uses an appropriate range of measures to promote their safety. However, she is in breach of several welfare requirements. She does not maintain a record of her risk assessment. In addition, the childminder does not have in place or demonstrate any knowledge of the required procedure to follow should a parent have a concern or complaint about her service or the procedure to follow in the event of a child going missing. These procedures are also not shared with parents as required.

The childminder maintains a suitably clean home. Overall, she has a sufficient

range of resources, although these are not particularly balanced across all areas of learning. However, the current storage arrangements restrict children's access to them. Although the childminder makes a selection available each day, these are not age or stage appropriate for the children attending. As a result, children are not being sufficiently challenged. In addition, the childminder does not observe or assess the progress that children are making and she lacks the knowledge and skills to support their learning. This places children at a disadvantage to other children of similar age as they are not having their individual learning needs met. The childminder has a limited range of resources that promote positive images of diversity. She does not provide children with sufficient experiences to learn about their own and other people's cultures. The childminder has few basic systems in place for supporting children who are learning English as an additional language. For example, she talks to parents about their development in their first language.

Weaknesses in the childminder's practice impacts on the partnerships she has with parents. She provides parents with very limited information about her service and has obtained basic information from them about their child. However, she not requested the required written consents to seek emergency medical advice or treatment. She has not provided parents with information about some of the required procedures she is required to follow. The childminder has also not gained permission to take children on outings. In addition, she is unable to provide parents with information about their child's learning. This means that they are not involved in their child's learning and development or informed about how their child is progressing towards the early learning goals.

The childminder uses local facilities to support the experiences she provides to children. However, there seems to be an over-reliance on such services and she does not offer children similar experiences in her home. As a result, children do not always receive a balanced range of experiences, particularly when they are unable to attend the other facilities. The childminder's capacity to improve on her practice is weak. She has failed to address a number of weaknesses identified at the last inspection and although she has attended training on self-evaluation, she lacks the knowledge and skills to seek improvements on her own.

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

In spite of weaknesses in the childminder's practice, children are generally content and settled in her care. They show this through the generally positive interactions that they share with her. They laugh, smile and make gestures to show their enjoyment as they play. This demonstrates that they feel safe with the childminder.

Toys and resources are suitably maintained. However, those made available are not sufficiently balanced across the areas of learning, offer little challenge and are not set out to encourage children to widen their experiences. As a result, children are poorly challenged and spend much of their time watching television. This was an issue raised at the last inspection. The childminder plans to meet the basic

learning needs of children; however, her limited knowledge of Early Years Foundation Stage limits her ability to support them in making sufficient progress. There are no systems to observe children in order to identify their starting points, monitor whether children are making progress or to identify learning priorities for individual children. Consequently, the childminder is unaware of what stage children are at in their learning and she lacks the knowledge and skills to plan activities that will support them to reach their full potential.

The childminder provides children with some experiences that promote their problem solving reasoning and numeracy skills through puzzles, construction toys and a few cause and effect toys. She encourages their early social skills through visits to toddler groups where children are able to mix and play with other children. The childminder also attempts to support basic communication skills as she introduces basic number concepts, colours, and shapes. There are no opportunities provided to help children to learn about equality and diversity and the childminder is unsure how to support children to gain an understanding of diversity and cultural difference. Consequently, children are not learning about the wider society they live in.

Overall children behave well and generally respond to the childminder's requests. There are suitable procedures in place to ensure that children are appropriately cared for if they have an accident, are unwell and for the administration of medication. Children are developing an understanding of basic hygiene practices as they engage in regular hand washing throughout the day. Children have opportunities to engage in physical play through visits to local parks where they play on large climbing equipment.

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	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
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	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	4
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	4
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:

- put in place a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 12/03/2012
- provide to parents copies of the written statements of safeguarding procedures and complaints procedures (Providing information to parents) (also applies to the voluntary part of the Childcare Register) 12/03/2012

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 and compulsory section of the Childcare Register (Procedures for dealing with complaints/ Providing information to parents) 12/03/2012