

Inspection report for early years provision

Unique reference number	EY356671
Inspection date	15/12/2011
Inspector	Mauvene Burke
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 registered in 2006. She cares for children in her parents' home which is situated in a residential area in Clapham Park in the London Borough of Lambeth, close to parks and public transport links. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and overall safety is compromised because the childminder is in breach of a number of specific legal requirements of the Early Years Foundation Stage. Her knowledge of child protection issues is not secure, risk assessments for the home and for outings are not effective and the childminder does not always ensure that there is sufficient information sought from parents prior to children attending the provision. In addition, fresh drinking water is not always available and arrangements to promote good personal hygiene are not effective. Children are making steady progress in some areas of their learning and development although the assessment system is not fully developed. Partnerships with parents and carers are satisfactory as most relevant information regarding children's individual needs is shared with the childminder. The childminder has begun the process of evaluating the impact of the provision on outcomes for children although this is not fully effective in identifying key aspects for further improvement. The childminder does not, therefore, demonstrate a suitable capacity to maintain ongoing improvements.

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:

- carry out a risk assessment of each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 29/12/2011
- ensure an effective safeguarding policy and procedure is implemented (Safeguarding and promoting 26/01/2012

- children's welfare)
- ensure fresh drinking water is available at all times (Safeguarding and promoting children's welfare) 28/12/2011
- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked, in particular the hanging cords on the venetian blinds and unused sockets (Suitable premises, environment and equipment) 29/12/2011

To improve the early years provision the registered person should:

- improve children's understanding of healthy practices such as hand washing
- develop the observation and assessment system in order to plan the next steps in children's learning and monitor their progress towards the early learning goals
- improve the range of activities and resources that promote positive images of diversity so children learn to respect and value differences.

The effectiveness of leadership and management of the early years provision

The childminder does not have a sound knowledge of child protection issues, such as the potential signs and symptoms that might indicate abuse and neglect. Nor is she aware of the procedures she would be expected to follow if she has safeguarding concerns about a child in her care including the recording of any of these concerns. The risk assessment currently in place is not reviewed, dated or show a record of who conducted it. In addition to this, hazards that children are likely to come into contact with such as hot radiators, hanging cords from venetian blinds in the room in which children sometimes take a nap and uncovered sockets have not been risk assessed. This compromises children's overall safety. Children are taken out regularly, but the childminder does not conduct a full risk assessment for each specific outing, nor does she review the ones that are in place, before taking children out. The childminder has a range of policies and procedures in place but there is no clear evidence that indicates how these are shared with parents.

The home is clean throughout and offers children adequate space to play indoors and out. The full range of equipment that the childminder has is not always readily available to children. Nonetheless, the resources available to the children are age appropriate, in a satisfactory condition and they are easily accessible to the children, which allow them to make their own choice in what they play with. There are few activities and resources in the setting that reflect different cultures and disability. Children have few opportunities to learn about difference, for example, when they attend other settings such as the children's centre.

The childminder maintains positive relationships with parents and carers. Relevant information is shared with the childminder so that their children's individual needs

can be met. The childminder speaks with parents and carers daily to share information and she uses a daily journal to keep parents informed about their child's day and their learning and development. The childminder has taken still photographs and videos which she is transferring onto a compact disc to show parents how their children have progressed and developed since they started with her. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

The childminder has started to evaluate her setting; however, this is not sufficiently reflective as it does not identify how priorities for future development will be achieved. Some improvements have been made since the last inspection. For example, the childminder now has parental permission for the seeking of emergency treatment and a fire evacuation is now in place. Nonetheless, the recommendation to increase her awareness of safeguarding procedures and to ensure that resources positively reflect diversity has not been sufficiently addressed.

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

Children are mostly occupied, comfortable and confident in these familiar surroundings where they have settled well. Children have forged positive relationships with the childminder and she is responsive to their needs. Children self-select their toys and the childminder spends the majority of her time engaging with them. Most of the activities are child-initiated with the childminder following the children's lead. Very little planning is done for individual children and as a result, expectations of individual children are not always realistic as they are either pitched too high or too low. Children are making steady progress in most areas of their learning and development. However, although the childminder has started to make observations and assessments of children's learning in a number of ways, her findings for all the children are not consistent and nor do they sufficiently identify their achievements or help plan for their next steps towards the early learning goals.

A range of books is readily accessible to the children but these are not always age appropriate. For example, children select books and as they turn the pages, they are told not to tear the pages. Their communication skills are fostered through the childminder reading them stories, through singing sessions and through being introduced to new words. There is a range of resources that promote children's creativity such as musical instruments which they take pleasure in shaking as the childminder sings to them. Most of their creative development takes part in the groups that the children attend on a regular basis. Children are beginning to develop their numeracy skills through singing number songs and solving puzzles. Children are developing their understanding of information technology through using programmable toys which they press and push in order to make things happen.

Children enjoy their lunches in a relaxed atmosphere where they are provided with healthy and nutritious meals which are prepared by the childminder. However, fresh drinking water is not always readily available to the children. Children's personal hygiene is not adequately promoted as they are not encouraged to wash their hands before eating snacks or lunch, or after toileting. Children are learning to keep themselves safe through practical daily routines and through the childminder's guidance about road safety and regularly practising fire drills. Children are making positive contributions as they react well to praise by the childminder when they help tidy away the toys they have used.

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	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

Outcomes for children in the Early Years Foundation Stage	4
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	4
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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