

Inspection report for early years provision

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Inspection date	21/05/2012
Inspector	Maria Conroy
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 registered in 1987. She lives in Hanwell in the London Borough of Ealing. The ground floor of her home is available for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on 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 three may be in the early years age range. The childminder is currently caring for three children in the early years age group. She walks to schools to take and collect children. The childminder attends the local toddler group and takes children to the local library and park.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There are significant weaknesses in leadership and management as the childminder has insufficient knowledge of the welfare requirements to meet children's needs. She is not fulfilling some legal requirements relating to safeguarding children, suitable premises and availability of information and documentation, and shows weak capacity for improvement. The childminder does not implement risk assessment or record accidents sufficiently and has failed to notify Ofsted of a significant event; she does not maintain medication records or seek consent for emergency medical treatment for all children. Children settle suitably and there are some resources available in the home and provided through local outings to help promote the six areas of learning. Children's care and learning benefit from some information exchanges between the childminder, parents and other providers, although this process is yet to be fully developed. The system in place for observing children is still in its early stages and, as a result, activities provided do not always provide sufficient challenge 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:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 06/06/2012

- request parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 06/06/2012
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation) 06/06/2012
- provide parents with information on the policies and procedures that support practice (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 06/06/2012
- maintain a record of accidents and first aid treatment. Inform parents of any accidents or injuries sustained by the child while in the care of the providers and of any first aid treatment that was given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 06/06/2012
- ensure the risk assessment identifies aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident.(Suitable premises, environment and equipt) 06/06/2012

To improve the early years provision the registered person should:

- use ongoing observational assessment to inform planning for each child's continuing development through play -based activities that are challenging and interesting
- improve and extend the range of resources available to provide an environment with rich and diverse learning opportunities to promote all six areas of learning
- develop continuity and coherence by sharing relevant information with parents and other providers, when children attend more than one setting that provides the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Overall, children are not sufficiently protected, owing to the childminder's weak arrangements for safeguarding. The childminder knows the steps to take in the event of a concern about a child in her care, and has local authority procedures in place to follow. However, the maintenance of records is poor; the childminder has not sought consent for emergency medical treatment for all children and there is no record of accidents that have occurred. Consent to give children medication is not obtained prior to administration and there is no record maintained of the

medicine given. Overall, records are not easily accessible and available for inspection by Ofsted. The childminder has undertaken a risk assessment, although she does not regularly review this on an annual basis; as a result, she has not identified some hazards. These are breaches of specific legal requirements. The childminder has failed to notify Ofsted of a serious accident to a child in her care; it is a legal requirement to do so. On this occasion, Ofsted does not intend to take further action.

The childminder has attended some training to update her knowledge and understanding of the Early Years Foundation Stage framework. However, this was some time ago and it has not been effective. She has failed to meet a number of legal requirements and, as a result, there are significant weaknesses in her practice. The childminder has undertaken a process for self-evaluation. However, she has not identified key weaknesses and, as a result, puts no action in place to improve outcomes for children. As a result, there is limited capacity to make improvements. The childminder has partially addressed the area for development identified at the previous inspection.

The childminder generally engages with children and talks to them about what they are doing. She uses her home and local outings to provide different learning environments for children. For example, children enjoy attending a toddler group, where they take part in action rhymes, and they go to the local library. There are some toys in the home which are available at a low level to enable children to make choices as to what they would like to do. However, the range of toys accessible to children does not fully support the six areas of learning. For example, there are fewer opportunities for children to explore battery-operated toys and develop skills in using information and communication technology.

The childminder obtains some basic information from the parents about their children when they start. She makes sure each child and their family is made to feel welcome in her home. Children have access to some resources and activities that help children understand diversity, such as figures that promote positive images of different abilities. In addition, some festivals are acknowledged throughout the year.

Parents receive some information about the setting when they start; however, this does not include information about her policies and procedures. As a result they are not sufficiently informed about these. This is also a breach of a specific legal requirement. The childminder informs parents verbally about the activities their child participates in and their daily routines at the end of each day. She shares with the parents information she obtains from other settings that children attend. She attends some of the children's special days, such as sports days. However, the childminder has yet to develop an appropriate system for sharing and obtaining relevant information for children who attend other settings. Consequently she does not fully promote consistency and coherence in children's learning.

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

The childminder has a basic understanding of the Early Years Foundation Stage learning and development requirements. Generally, there is a mixture of both child-initiated and adult-led activities. Observations are undertaken and the childminder is beginning to identify children's next steps in learning. However, she does not use the Practice Guidance for the Early Years Foundation Stage to guide her in planning. As a result, some of the activities do not always extend and challenge children's learning.

There are some opportunities for children to develop the future skills they require to move onto their next place of learning. They enjoy playing with small world play figures; they happily chat to themselves as they become engaged in their game. When using sticker books, they work out where the item will go, colour the picture and then sing the action rhyme. The childminder supports their language and understanding by finding an object to match the one in the picture. However, there are fewer opportunities for children to develop their understanding of information and communication technology.

The childminder does not adequately implement policies and procedures and, as a result, there are significant weaknesses in the implementation of the welfare requirements. Children cannot feel safe, owing to the inadequate arrangements for safeguarding. They do, however, have a positive relationship with the childminder and are happy and settled. The childminder supervises them sufficiently. She talks to them during the day so that children are beginning to learn how to keep themselves safe. For example, they take part in fire drills to learn how to respond in an emergency.

Children have some opportunities to learn about the importance of a healthy lifestyle. They enjoy food provided for them by their parents and wipe their hands before they have their meals and snacks. Children have opportunities to engage in physical play; they visit the local parks, use soft play areas and regularly walk to local activities.

Children are encouraged to share and take turns. They attend toddler groups, where they have the opportunity to meet with other local children of a similar age. They are learning to have respect for their environment, as they help to tidy the toys away when they are finished playing. The childminder encourages positive behaviour and praises children when they do something successfully.

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	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:

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:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare. (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 06/06/2012
- take action as specified in the early years section of the report. (Records to be kept, Providing information to parents) (also applies to the voluntary part of the Childcare Register) 06/06/2012

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 for the compulsory part of the Childcare Register. (Records to be kept, Providing information to parents, Suitability and safety of premises and equipment) 06/06/2012