

Inspection report for early years provision

Unique reference number	EY416032
Inspection date	14/06/2012
Inspector	Pamela Bailey
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 was registered in 2010. She lives with her husband and two children aged three and six years in the London Borough of Greenwich, close to shops, schools, parks, and public transport links. The whole of the childminder's home is used for childminding, with the exception of the second floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She may care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding five children in the early years age group; some of whom attend on a part time basis.

The childminder regularly works with an assistant. She takes and collects children from the local nursery/school and takes the children to the park.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare, learning and development are not adequately promoted as the childminder has poor knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, the childminder is in breach of a number of the specific legal requirements relating to safeguarding and promoting children's welfare, the suitability of the premises and the organisation of practice. Additionally, systems to promote children's health and safety are not routinely maintained and the childminder demonstrates a lack of knowledge and understanding to promote inclusive practice effectively. Therefore, the needs of different individual children are not being met. Parents are not meaningfully involved in supporting and making decisions about their child's learning or the provision, and the childminder has not established effective working relationships with other providers. The childminder does not implement an effective system to monitor and evaluate the provision, which demonstrates a poor capacity to maintain continuous improvement and enhance outcomes for children adequately.

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 that all adults working with children understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 28/06/2012
- engage with and provide information for parents regarding the complaints procedure and details for contacting Ofsted, with an explanation that parents can make a complaint to Ofsted should they wish (Safeguarding and promoting children's welfare) 28/06/2012
- ensure that at least one person who holds a current paediatric first aid certificate is on the premises when children are present and on outings (Safeguarding and promoting children's welfare) 28/06/2012
- promote the good health of children by ensuring that meals are healthy, balanced and nutritious and all children are regularly offered fresh drinking water (Safeguarding and promoting children's welfare) 28/06/2012
- make sure the risk assessment covers anything with which a child may come into contact (Suitable premises, environment and equipment) 28/06/2012
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 28/06/2012

To improve the early years provision the registered person should:

- improve hand washing routines for younger children in order to prevent cross infection
- improve the range of resources and activities to promote positive attitudes towards diversity and where necessary help children to value aspects of their own and other peoples lives
- improve partnership with parents/carers so that they have opportunities to be actively involved in supporting their child's learning and development in different ways
- establish effective working relationships with other providers delivering the Early Years Foundation Stage framework to ensure progression and continuity of learning and care for children attending other settings
- develop an effective system of reflective practice, which includes input from parents, to identify priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has an insufficient knowledge and understanding of her role and responsibility to safeguard and promote children's welfare. The childminder is leaving an assistant alone with children for short periods of time, which her conditions of registration do not permit. In addition to this, the arrangements have not been agreed and confirmed in writing by parents. The provider gave a

reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. The childminder demonstrates a satisfactory knowledge and understanding of child protection issues and how to implement the safeguarding children policy and procedure should the need arise. However, other adults working regularly with the children do not have a secure understanding of child protection issues. Furthermore, not all persons who are left alone with children hold a current paediatric first aid certificate. The childminder shares information with parents about the service she provides through her written contracts. However, the childminder is unable to engage with or provide relevant information to parents regarding the procedures for dealing with concerns and complaints, due to her lack of understanding of the procedures. The childminder conducts risks assessments which help her to identify and minimise some hazards to children. However, this does not cover everything with which a child may come into contact. For example, dangerous substances stored on low level shelves in the bathroom and toilet are easily accessible to the children. The childminder does not provide a healthy, balanced and nutritious menu which supports children's good health, and younger children are not regularly offered fresh drinking water throughout the day. These lapses are breaches of the specific legal requirements put in place to promote children's health, safety and welfare.

Parents routinely provide information about their child's general care and development from the start. However, parents are not encouraged to be involved in supporting their children's learning and development or the decision making process about the provision. The learning environment is not sufficiently organised to be inclusive. There is insufficient regard to children's needs around ability and language. Adults do not provide appropriate support for children with English as an additional language to use their home language in their play or provide adequate opportunities to progress in English. Activities are not suitably adapted and little attempt is made to engage with all children where there is little or no vocabulary. Poor interaction between adults and children means that some children are not adequately supported to participate, achieve or form friendships. The childminder demonstrates a lack of knowledge of how to get outside help to meet the needs of particular children who are not yet making sufficient progress. She also demonstrates limited understanding of the need to share relevant information with other providers where children attend to fully promote children's care, learning and development. As a result, not all children receive an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, as legally required.

The childminder provides an adequate range of resources that generally provide sufficient challenge across the areas of learning. However, these are not used to full effect to support learning and few reflect positive images of diversity. Since registration, the childminder has improved the range of outdoor equipment to include a climbing frame and play house. However, the childminder does not have an effective system in place to monitor and analyse the strengths and weaknesses of the early years provision. Therefore, she has failed to identify a number of significant issues which have a negative impact on the overall quality of the provision and outcomes for children.

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

The childminder is beginning to observe some children's achievements. However, systems for assessing children's progress and planning for their future development are ineffective. Although the childminder has devised a weekly activity plan, this is not sufficiently focused on helping each child to enjoy and achieve to the best of their ability. Not all children are meaningfully engaged to enable them to fully participate. For example, younger children are not supported enough in developing the fundamental skills that they need to secure future learning. In particular, there is little attention to the promotion of language, communication, personal and social skills for all children. Children show some interest in their surroundings and make choices from the resources available. However, younger children appear to be passive and are rarely supported to play effectively with others. This impacts on their ability to begin to form friendships and develop enthusiasm for learning. Adults demonstrate a weak understanding of child development and do not use a range of effective teaching methods to ensure that all children are developing the necessary speech and language skills. There is insufficient use of visual aids, books, story time or singing sessions to help children who need support with language and communication.

Children do not benefit from a healthy diet or begin to learn about foods which are good for them from an early age. Although they are sometimes offered fruits, sweet snacks are not discouraged or avoided, and little discussion takes place about healthy eating. Older children receive water during meal times but younger children are not offered fresh drinking water in addition to milk. The environment is clean and tidy and children are encouraged to develop their personal hygiene and self-care skills. However, hand washing routines for younger children present a risk of cross infection as children share a communal bowl and hand towel. Consequently, the childminder is not meeting the legal requirement to promote children's good health and enable children to consistently learn about what constitutes a healthy lifestyle.

Children have few opportunities to begin to gain some understanding about diversity through the activities they participate in. For example, with the exception of a few books, none of the resources reflect positive images of different ethnicity, culture, gender or disability. Children explore and investigate interactive programmable toys, such as mini laptop and telephones, and take part in a varied range of arts and craft activities. They use different fabrics, paper, recycled materials and paints to create cards, masks, saving boxes and animals. Children use their imagination and express their ideas to act out scenarios. They excitedly make visitors a pretend cup of tea, using appropriate resources and equipment in the role play area. Children generally behave well. The childminder uses positive methods to support the children in gaining an understanding of boundaries. They enthusiastically help to tidy up resources and willingly accept reminders to play safely. However, potential risks which have not been identified by the childminder compromise children's safety. Regular fire drills help children to become familiar with the emergency procedures so that they learn to leave the premises quickly

and safely.

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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
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	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	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 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 all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 28/06/2012
- devise 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) 28/06/2012