

Inspection report for early years provision

Unique reference number	EY389800
Inspection date	16/03/2010
Inspector	Vivienne Rose

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 2009. He lives with his wife and three adult children aged 19, 20, and 16 years old.

The family live in a three bedroom mid terrace maisonette in a residential area of Canning Town, which is situated within the London borough of Newham. Children have access to the living room for play and a downstairs toilet facility. The children have access to a fully enclosed garden for outdoor play, in addition there is access to a shared community garden.

The childminder is registered to care for a maximum for six children under eight years at any one time, no more than three of which may be in the early years age group. He also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder takes and collects children from the local schools. The childminder works with his wife who is also a registered childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The children are generally settled because the childminder provides a homely environment. The childminder has some understanding about his role to safeguard children in some areas such as knowing the signs and symptoms of abuse and who to contact should he have concerns about a child in his care. There is a satisfactory partnership with parents and this maintains continuity of care in some areas such as giving daily feedback about routines. The childminder demonstrates a willingness to improve his provision through training but has not yet evaluated his practice to secure his understanding of areas for improvement. The childminder is caring for more children than his conditions of registration allow which is breach of regulations.

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:

- organise arrangements to ensure safety and to meet the needs of children (Safeguarding and welfare) 17/03/2010
- further develop systems for observing and assessing children's progress and use them to identify learning 03/05/2010

priorities and to plan relevant learning experiences for each child to enable them to meet their next steps for learning (Organisation)

- carry out a risk full risk assessment for each and every outing that takes place (Safeguarding and welfare) 17/03/2010
- develop a system for self-evaluation so that areas for improvement are identified and resolved, and use the early years guidance as a springboard to improve outcomes for children (Organisation) 03/05/2010

To improve the early years provision the registered person should:

- obtain written permission for all children attending to be transported in a vehicle
- develop links with other providers of the Early Years Foundation Stage so that children benefit from a collaborative approach to their learning and development.
- develop a procedure for uncollected children and share this with parents
- further develop equality of opportunity and anti-discriminatory practice with particular regard to developing children's knowledge of the full range of resources available to promote their understanding of the wider world

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of the signs and symptoms of child abuse and he shares his safeguarding policy with parents, which contains a procedure should allegations be made against him. However, children's welfare is not always promoted effectively, for example when registered numbers are exceeded. This means that there are times when the deployment of staff does not effectively safeguard the welfare of children. In addition children are sometimes left unsupervised for short periods without suitable safeguarding measures in place to ensure their well-being, for example when in highchairs or sitting at the high table. While the childminder has conducted a risk assessment this is not signed or dated and risk assessments have not been carried out for local outings. In addition, written parental permission has not been obtained for all children to travel in a vehicle to ensure their welfare. Accidents and incidents are recorded effectively and the childminder obtains written parental permission for emergency treatment and the administration of medication. The childminder is suitably qualified in paediatric first aid.

Children develop some independence as they are encouraged to select from the resources provided. However, lack of clear planning means that sometimes children have limited opportunities to play purposefully to secure their concentration and involvement in activities. The childminder has an equal opportunities policy that is shared with parents. The childminder records information regarding the children's backgrounds, language and religion to enable him to meet their needs. However, the childminder's lack of knowledge and clear understanding of the Early Years Foundation Stage (EYFS) means that the

childminder is unaware that he should be observing and planning for all children in this age group regardless of whether they attend other settings.

The partnership with parents is encouraged by the parents having access to policies and procedures online and the exchange of daily information about their child's day. Photos are also used as a means of parents having a visual feedback about their child's progress.

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

Children relate well to the childminder and they are generally relaxed in his care. They help themselves to books and they enjoy activities such as listening to stories. Children sing rhymes and count the apples on the tree on their fingers and repeat the sounds of letters, such as F for fish. Younger children receive some support to help them to build and count the bricks. The childminder sometimes plays alongside them to promote their thinking, asking them 'what and why' questions. Children are beginning to learn to share and take turns through guidance from the childminder. The childminder reminds children about safety, for example, how to sit safely at the table when eating, to help tidy away toys and to blow their food when hot. However, although the children use non verbal gesture to communicate their feelings, this is not always extended verbally to promote extension of language or followed through with explanations. The childminder is beginning to establish systems to observe children's individual interests in their 'all about me' sheets and to implement some next steps for learning. However, the children are not consistently challenged in their learning and development because the childminder does not as yet have a clear understanding of the need to provide opportunities to access activities across all areas of the aspects of learning equally. For example, there are limited opportunities for the children to easily access the outdoors regularly and to practice mark making. Although resources are stored at low-level, children are not always encouraged to take advantage of the full range of toys available to them and therefore often lack involvement and purpose in their play.

Children have some opportunities to use battery operated toys and they are encouraged to look at aeroplanes and insects in the garden to extend their knowledge of the world. Children learn to throw and catch the ball to promote some areas of physical development. However, the children do not have opportunities to attend local groups or parks, or to walk to the local shops to fully promote their understanding of the environment in which they live. Children do sometimes celebrate cultural events and their dietary and cultural needs are respected. Children use books to discuss similarities and differences and people of the world

Children learn some daily routines to increase their understanding of hygiene, for example, when washing hands and wiping their noses. This helps them to develop independence. The childminder reduces the risks of cross infection by disinfecting the changing mat and wearing gloves to change nappies. Children enjoy healthy snacks, and water to drink regularly to promote their good health, such as a

variety of fruit and cooked meals, although children do not always have the opportunity to help themselves to promote choice.

Overall the children are generally settled in the care of the childminder and he provides a caring environment. However, the lack of understanding of the EYFS requirements impacts on children's development and skills for the future. The childminder does not at present have links with other providers delivering the EYFS.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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	4
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	4
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	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:

Met