

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY294356
<b>Inspection date</b>	05/11/2009
<b>Inspector</b>	Elizabeth Ellen Mackey

<b>Type of setting</b>	Childcare on domestic premises
------------------------	--------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 setting

The childminder was registered as a childminder in 2005 and jointly with a co-minder and two assistants, became a child carer on domestic premises in 2008. She lives with her husband in a three bedroom house in Addiscombe within the London borough of Croydon. The extended lounge and one upstairs bedroom are used for the children and the bathroom facilities are situated on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom all may be in the early years age group. She is currently minding six children in this age group. She also provides care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder has an insecure knowledge of the Early Years Foundation Stage (EYFS) and therefore is unable to effectively support the welfare, learning and development of children in the early years age group. The childminder's weak understanding of regulatory matters such as, welfare, safeguarding and documentation means that children's safety and wellbeing are not always ensured. In addition, the childminder's lack of action in response to the previous concerns identified to ensure children's safety and wellbeing, highlights a concern about the capacity to improve.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

## 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:

- take necessary steps to safeguard and promote the welfare of children by ensuring welfare requirements of the EYFS are known and met so that children are healthy, safe and secure and have their individual needs met (Safeguarding and Welfare) 15/01/2010
- gain knowledge and understanding of the EYFS learning and development requirements so that children are provided with an educational programme that will enable them to make progress towards the 15/01/2010

- early learning goals in all areas of learning  
(Educational Programmes)
- ensure people whose suitability has not been checked by Ofsted do not have unsupervised contact with children who are being cared for (Suitable People) (also applies to both parts of the Childcare Register) 25/11/2009
- devise and implement an effective system to ensure people aged 16 or over, likely to have regular contact with children are suitable to do so (Safeguarding and Promoting Children's Welfare) 25/11/2009
- keep records of information used to assess suitability of staff to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB disclosures obtained and the date on which they were obtained (Suitable People) (also applies to both parts of the Childcare Register) 25/11/2009
- ensure Ofsted are notified of any change of the persons working on the premises as soon as reasonably practicable, but in any event within 14 days, and those persons complete and submit an EY2 form to Ofsted (Suitable people) (also applies to both parts of the Childcare Register) 25/11/2009
- obtain 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) 25/11/2009
- obtain written permission for each and every medicine from parents before any medication is given (Promoting Good Health) 25/11/2009
- devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it (Promoting Good Health) 25/11/2009
- ensure drinking water is available to the children at all times (Promoting Good Health) 25/11/2009
- devise and implement a system to carry out a full risk assessment for each type of outing, which includes an assessment of required adult:child ratios. This assessment must take account of the nature of the outing and be reviewed before embarking on each specific outing (Safeguarding and Promoting children's welfare) 25/11/2009
- implement an effective safeguarding children policy, which includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and Promoting Children's Welfare) 25/11/2009
- ensure all practitioners have an up-to-date understanding of safeguarding issues and be able to 25/11/2009

implements the safeguarding children policy and procedure appropriately. Policies should be in line with LSCB local guidance and procedures (Safeguarding and Welfare)

- ensure the record of children's attendance is accurately completed at all times and include a record of the staff looking after them (Organisation) (also applies to both parts of the Childcare Register) 25/11/2009
- ensure that children are provided with meals that are healthy, balanced and nutritious (Promoting Good Health) 25/11/2009
- devise an action plan to demonstrate how those responsible for preparation and handling of food are competent to do so (Promoting Good Health). 25/11/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

## **The effectiveness of leadership and management of the early years provision**

The service provided is not sufficiently well organised and planned to ensure that children's needs are met. Consequently children are not fully safeguarded and their safety is compromised. The childminder does not have an up to date safeguarding policy in place and there are no procedures in the event of an allegation being made against staff. The childminder has not met the action to ensure all people working in the setting have completed suitability checks. The three assistants present today have not been vetted. Recruitment systems are informal and are not robust. Two of the un-vetted adults do not have contracts of employment and the childminder reports they are just helping out. The childminder is not complying with the requirements of the EYFS. As a result actions have not been met, therefore children's welfare, learning and development is seriously compromised.

The premises has been extended to create more space for children, however it is not utilised to promote children's independence and autonomy. For example, during the morning session access to the large play area is restricted, whilst five children and four adults provide activities that are overly directed and do not offer children individual choice.

Although there is a risk assessment format in place, risk assessments have not been recorded to evidence all potential risks are identified and acted upon. The childminder maintains a daily record of children's attendance, however information is inputted in advance of children's arrival. This means the record does not provide accurate information in the event of an emergency. An accurate record is not maintained of the names of the key workers caring for the children or visitors to the home. This includes the childminder's adult children who do not live at the setting, but visit on a regular basis during childminding hours.

Partnerships with parents and others are not fully developed. The childminder reports good working relationships with parents, however there is no evidence of information shared with parents on children's progress. Information relating to children's needs, likes and dislikes is minimal. Parents do not receive sufficient information about the service and the childminder does not have written parental permission to seek necessary emergency medical advice or treatment. In addition the administration of medication is not in line with legal requirements of the EYFS and result in children being administered non-prescription medication without the written permission of parents; this poses a potential risk to children's health. Furthermore, the childminder accepts school age children into the setting, when they are too unwell to go to school. This does not meet the individual needs of children when they are unwell and puts minded children at risk of cross infection. The organisation of the setting is poor, and records for the safe management of the setting and to meet children's needs are not adequately maintained. The provider has committed an offence by failing to notify Ofsted of a significant event. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

There are some resources to help to encourage children to develop an awareness of today's diverse society and children's work is displayed which shows their artwork is valued. However children's individual needs and abilities are not recognised and children, regardless of their age, are treated the same. For example, the older children are provided with the same portion of lunch; which is served as finger food as for the younger children. There are no opportunities for children to develop their independence at meal times, as their meals are served to them on small plastic plates.

The childminder has completed a self evaluation form and identified relevant training to improve her practice. Despite, the childminder seeking help from the early years department of the local authority, she has taken little action to secure improvement. Consequently, children's welfare, learning and development are seriously compromised.

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

The childminder's lack of knowledge of the EYFS means that children's learning and development is significantly restricted as they are not being offered suitable experiences which both challenge and stimulate them. Children are not offered a balanced curriculum that reflects the six areas of learning. Activities lack excitement and they are not based on the individual interests of the children. Children are generally settled at the childminder's, although some become fractious after lunch. The childminder knows the children well and has established relationships with them. For example, they climb on her lap for a cuddle when they become tired.

The childminder demonstrates some understanding of the importance of promoting children's health. For example, the childminder and one of her assistants have a first aid qualification and children practice routine hand washing prior to eating.

Although the childminder is working on a healthy eating topic with the children and they have been growing their own vegetables, no vegetables were served at lunchtime or tea-time. Children are at risk of becoming de-hydrated, the temperature in the room is very warm and children are restricted from accessing drinking water throughout the day. They are only offered a drink after their meals; the childminder says this is because they will not eat their lunch. Several children began coughing during this time and one child almost chokes on her lunch, which consisted of fish fingers, onion rings and hash browns. Children do have access to a secure outdoor environment, however children did not access it on the day of inspection, restricting their daily opportunities for exercise and fresh air.

The childminder has begun to make observations of children's progress, although these are minimal. Her lack of understanding of the EYFS means that there is little focus or evaluation of children's development and progress within the six areas of learning. The ratio of adult to children exceeds requirements, however adult input is all directive and children are treated as a group, therefore their individual needs and abilities are not recognised. For example, all children make pictures with crayons at the same time and then all move on to playing on the floor with construction. Children are generally compliant and do not ask for access to the range of resources in the playroom. During the afternoon, children are given a little bit more choice when they are permitted to play in the larger side of the playroom.

The lack of observation and evaluation of children's development and progress within the six areas of learning means that the childminder is unable to share information on children's progress with parents, or utilise information from home to plan activities based on children's interests and what they can do, to further support their learning. The childminder and her assistants offer the children some support whilst playing with the resources, such as helping them to make their construction models. Children respond positively to requests to tidy up at different intervals. Although some of the children demonstrate established relationships with the childminder, there is a high turnover of staff, therefore the children have frequent changes of key person. This impacts on how safe they feel in the setting and their ability to develop confidence and make their needs known. The children in the setting have little autonomy. They are not given adequate opportunities for challenge or problem solving to help them develop skills for the future. As a result they are compliant and do not make their needs known.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

The quality of the provision in the Early Years Foundation Stage	4
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## 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:

- take action as specified in the early years section of the report (Suitable People) 25/11/2009
- take action as specified in the early years section of the report (Records to be Kept) 25/11/2009
- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 25/11/2009
- take action as specified in the early years section of the report (Changes to People). 25/11/2009

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 the early years section of the report (Suitable People) 25/11/2009
- take action as specified in the early years section of the report (Records to be Kept) 25/11/2009
- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 25/11/2009
- take action as specified in the early years section of the report (Changes to (People)). 25/11/2009