

Inspection date

02/10/2012

Previous inspection date

12/08/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Safeguarding procedures are not fully robust to ensure children's safety and wellbeing.
- Staff do not effectively plan for children's individual needs and interests and the learning environment does not fully promote children in being active learners.
- Parents do not receive information about children's learning or about staffing arrangements in the setting.
- Systems to assess children's development does not identify how each child learns best their individual interests and progress and therefore does not show how children can be helped to move on.
- Partnership with others involved in children's development are not yet established.
- Books are not easily accessible to enable children to learn how to handle books and enjoy them independently

It has the following strengths

- Children's emotional wellbeing is fostered as the childminder and her assistant are kind and caring.
- Children are supported in learning about some aspects of diversity as they learn about different ways to communicate, for example, by learning Spanish and sign language.
- Parents receive regular information about their children's welfare.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing practice between staff and children.
- The inspector discussed safeguarding and welfare requirements with staff.
- The inspector engaged with children and looked at information relating to their development.
- The inspector spent time looking at documentation.

Inspector

Justine George

Full Report

Information about the setting

The childminder was registered in 2009. She lives with her husband and three children, a son aged 18 years and daughters aged seven and five years. The family live in Sidcup, Kent and the whole of the property is used for childminding. Minded children generally use the downstairs of the home, playing in the living and dining room. Minded children have access to a ground floor toilet. Children use her daughter's bedroom for sleeping purposes only. Minded children have access to the secure rear garden. The childminder is registered

on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She works with two assistants and a trainee also works at the setting but is not included in the ratios. Between them, they care for eight children under eight years, five of whom are in the early years age group. They also care for an eight year old. Children attend full-time and outside school hours.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- do not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.
- ensure unvetted staff and people under the age of 17 years are supervised at all times when working with children
- develop the educational programme in all areas of learning by planning challenging and motivating experiences for children's individual needs and interests to ensure they make progress in their learning and development.
- develop observation and assessment to understand the level of children's achievement, interests and learning styles to shape the learning experiences for each child.
- ensure parents are informed of the following: how the EYFS is being delivered in the setting, how parents can share learning at home, and details of staffing in the setting.
- improve the educational programme for communication and language by keeping background noise to a minimum, for example by using music or radio briefly only for particular purposes.

To further improve the quality of the early years provision the provider should:

- make books accessible to enable children to handle them and pursue their interests
- improve partnerships with other early years providers that children attend to provide a consistent approach to children's learning

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder does not have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Planning does not effectively match

activities to children's needs. The childminder and her assistants provide some activities children enjoy, but most are adult directed and do not fully engage the children. For example, books are out of reach of children, so they have not learned to use or enjoy them properly when they are given them.

Children enjoy local outings. They visit local parks, where they feed the ducks. Children also use play equipment to develop their physical skills and confidence. In the home, children explore creative activities including dough and drawing activities. Children enjoy small world play using cars and a road mat. Children join the cars using the magnetic connections. They make long lines and the childminder helps them to count out how many they have connected. Children also have opportunities to explore music, singing and dancing and move in time to music creatively. They pretend to be different animals and move along the floor. However, the childminder does not plan effectively for each child's individual needs and interests. As a result, the next steps planned are not suitable or exciting for children. At times, children lose interest in activities as music plays in the background which distracts them as they play.

The childminder sets out activities for children to explore. However, they are not motivated are often unsure of what to do with themselves. Adults are able to engage children as they play alongside them and talk with them. However, communication and resources do not encourage active learning so children can explore their ideas further.

Children are supported in learning about diversity. The childminder shares her Spanish culture and helps children to learn the Spanish language. Children, alongside one of the childminder's assistants are learning to sign together

The childminder demonstrates some understanding of partnership working with other practitioners where children attend other settings. However, she has not yet made contact with the early years setting children have recently begun to attend. In addition, parents are not provided with information about children's learning and development, to enable them to extend children's learning at home.

The contribution of the early years provision to the well-being of children

The childminder demonstrates a limited understanding of the Early Years Foundation Stage requirements. Required ratios are not maintained. At times, an unchecked and underage trainee is left unsupervised with young children which is a breach of requirements and compromises the safety and welfare of children.

Adults foster children's emotional security. Children are generally settled and secure and relate well with adults who are caring. Children enjoy lots of cuddles and close contact. Children are well behaved and the childminder and her assistant use suitable strategies to manage children's behaviour. In the event of any minor conflicts, such as children's refusal to share, the childminder and her assistant are close by to offer support and talk with children to ensure fairness. The childminder recognises the children's little personality traits that indicate how they feel. When children are tired they have their special

comforters and a cuddle on the sofa to help them settle comfortably.

Children access a range of resources and partake in different experiences including cooking and learning Spanish. Children celebrate different events throughout the year, for example the recent jubilee celebrations. Children are beginning to learn about healthy lifestyles. Older children take themselves off to the toilet when required. Drinks are within children's reach so they can help themselves. Staff support some aspects of safety, helping children to take safe risks when they go to parks and use large climbing equipment. However, although children are well supervised in the home, they attempt to climb the bookshelf to reach books and the cords for the window blinds are within their reach. Children develop their understanding of how to care for others. For example, by offering an apology if they have been unkind.

Children have opportunities for fresh air and exercise. They enjoy games such as jumping in sacks and egg and spoon races, promoting their enjoyment of active life styles. Children enjoy a range of foods, which includes some freshly made meals. For lunch, children enjoy chicken sandwiches with tomatoes and cucumber and children ask for more if they are hungry.

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

The procedures for safeguarding children are inadequate. The childminder does not ensure ratios are maintained as her assistant cares for too many children. This is an offence as safeguarding and welfare requirements have been breached. In addition, the childminder demonstrates limited understanding of the role of staff under the age of 17. Furthermore, the childminder does not protect children from unvetted staff. The childminder does not supervise unvetted staff who deal with children's personal care and are sometimes left alone with minded children. As a result, children are not protected.

Parents are provided with a range of written policies and procedures. However, they are not provided with clear information about the role of the assistants, and how they are deployed. As a result, parents are not clear about who cares for children and when. In addition, although parents receive information about what their child has eaten and when they have slept, they are not provided with information on children's progress. The childminder and her assistant have some understanding of child protection and safeguarding procedures. They have recently attended training. However, although they know what to do if they were concerned about a child, they do not follow all the safeguarding requirements in their everyday practice to ensure children are protected. In the event of any accidents, most adults have attended training in first aid to ensure children are cared for if hurt.

The childminder has failed to identify aspects of practice that impact on children's learning as well as their safety and welfare, resulting in several breaches of requirements. As a result, self-evaluation is weak. However, she is looking at ways to improve practice,

through further training, which shows some capacity to improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that any person aged under 18 caring for children is supervised at all times by a person who has attained the age of 18 (also applies to the voluntary part of the Childcare Register).
- ensure that any person having unsupervised contact with children is suitable to be in regular contact with children and an enhanced Criminal Records Bureau check has been obtained through Ofsted in respect of that person (also applies to the voluntary part of the Childcare Register).
- take action as specified in the compulsory part of the Childcare Register
- take action as specified in the compulsory part of the Childcare Register

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

	meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY398718
Local authority	Bexley
Inspection number	885394
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	12/08/2010
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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