

**Inspection date**

11/02/2013

Previous inspection date

14/03/2012

**The quality and standards of the early years provision**

**This inspection:**

4

Previous inspection:

Not Met

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**

- The childminder does not demonstrate an appropriate awareness of implementing child protection procedures in order to fully safeguard children.
- The childminder does not demonstrate a sound understanding of the Statutory Framework for the Early Years Foundation Stage. She does not provide sufficient resources and experiences to help children make effective progress in their next stages of learning.
- The childminder does not promote children's good health through effective planning and provision of meals and snacks.
- The childminder has not established effective partnerships with parents and professionals in other settings to promote continuity of care and learning of individual children.
- Systems for self-evaluation are not in place to ensure the childminder is able to identify areas for development and build on existing strengths.

**It has the following strengths**

- Children have developed positive relationships with the childminder.
- Children are supported to be independent in choosing play resources and addressing their own personal needs.
- Children are familiar with the daily routine in place.

## 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 observed the play materials offered to children.
- The inspector talked to the childminder throughout the inspection and also talked to children present.
- The inspector observed children engaged in play and at mealtime.
- The inspector viewed the records and documentation maintained by the childminder.

## Inspector

Shaheen Belai

## Full Report

### Information about the setting

The childminder registered in 2005. She lives with her partner and two school age children in Woodford Green, within the London Borough of Redbridge. Children have access to the lounge, conservatory, dining area and first floor toilet facilities. The garden is available for outdoor play. The childminder has four children in the early years age group who attend on a part-time basis. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder also provides

care for older children after-school and can do school and nursery drop-offs and collections within the local area.

### **What the setting needs to do to improve further**

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

- develop current knowledge of child protection procedures in line with the Local Safeguarding Children Board, in order to implement a policy and procedures to safeguard children, develop further understanding of safeguarding children issues and the procedures to follow in the event of concerns about a child
- develop appropriate skills and knowledge with particular regard to the learning and development requirements of the Statutory Framework of the Early Years Foundation Stage
- improve the educational programmes by developing the range of resources, activities and experiences for all areas of learning, in particular the range of activities to promote sorting, matching, grading, measuring, weighing and comparing; experiences to reflect all aspects of diversity; opportunities for role play, small world play, messy/creative play, musical activities and the range of books
- improve systems of assessment by identifying children's starting points; observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations; engage with parents to keep them well informed about their children's progress and assess children's skills and abilities
- make sure all meals, snacks and drinks provided to the children are healthy, balanced and nutritious
- establish systems for a two-way flow of information to ensure information is exchanged, with particular relevance to promoting learning and development with parents and significant professionals, such as children's key person's in settings that children also attend
- establish systems for reflective practice, continuous improvement and self-evaluation, to accurately identify strengths and priorities for development to improve the quality of the service for all

### **Inspection judgements**

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

The childminder has a poor understanding of the learning and development requirements. She is becoming aware of the seven areas of learning. However, through discussion she is unable to demonstrate an awareness of children's individual stages of development, their developing skills, their learning styles and how to effectively support them to move onto the next stage in their development. She does not explore relevant information from parents when children start, to help her support children's development from the on-set. The written and sporadic observations undertaken by the childminder are not used for any effective purpose. The childminder is not able to demonstrate verbally the progress children are making in all areas of learning or identify children's next steps in their developmental journey. She is not aware of the different assessments to be undertaken by her, as she is not aware of these requirements. This impacts on children making effective progress. The childminder is not aware of the supporting documentation and literature to guide her to monitor children's progress, this is because she lacks knowledge of the Early Years Foundation Stage requirements.

Children are generally happy and settled. They have developed a warm relationship with the childminder. They move freely and with familiarity to explore play materials from storage or address their personal needs in the bathroom. The children are making friends with other children attending, and are happy to share experiences with them and the childminder. A selection of play materials are provided for young babies, this includes toys with different textures and sounds to promote young infants exploratory skills. Children like playing with cars and use their imagination to initiate their own play using different vehicles. Children enjoy counting the number of sausages they have in their bowl or potato cakes on their plate. They have some experience with numbers and letters of the alphabet, as they arrange them on a magnetic board. Children are interested in books, yet this interest is hampered as the choice of books available to them is few in number and not fully accessible from storage boxes. Older children are able to use cutlery to feed themselves and enjoy the company of each other at the dining table. Although, the children access play resources freely from storage containers, the range on offer is limited and basic. This particularly affects their experiences to be sufficiently challenged and supported in the areas of mathematics, imaginative play, creative play, music, technology and resources that promote diversity. Consequently, children's overall development is hindered by the limited range on offer. Although children are settled the childminder offers little or no effective planning of activities to challenge them in their learning.

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

The childminder gives respect to parental wishes if they wish to provide their own meals and snacks for their child. When she provides meals for children herself, they are poorly planned, are limited in the variety of foods offered and repetitive. The childminder does not encourage children to develop healthy eating habits and or learn the importance of having a healthy, balanced and nutritional diet. This is a breach of a legal requirement.

Children have opportunities for walks in the local area to and from school or when visiting the local park to use the large play equipment. Children are aware of the need to wash their hands at specific times of the day, such as before having their lunch and they do this with little prompting from the childminder. Systems are in place for the recording and sharing of information about accidents and if medication is to be administered. However, children's well-being is not supported fully as the childminder lacks knowledge of how to implement safeguarding policies and procedures, particularly when children sustain injuries while not in her care.

The childminder helps children to become aware of their boundaries in the childminder's home. For example, she notes the changes in children's behaviour and uses reminders to support children to identify why their actions are not acceptable. Children learn about keeping safe, such as being reminded by the childminder not to run indoors.

The childminder is aware of some of the activities the children engage in when they attend other settings, from limited discussions at handovers with staff. However, she has not developed a system to ensure that information is exchanged regularly at the time of transition or when children attend other settings. Therefore, relevant information is not exchanged with other professionals to support children's individual learning and development, as is required.

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

The childminder has an insufficient understanding of the Statutory Framework for the Early Years Foundation Stage. This means she is not meeting a number of legal requirements in relation to safeguarding children and promoting children's learning. The childminder is unfamiliar with how to implement child protection procedures and does not act on possible concerns about children's welfare. This means any concerns about children's welfare are not followed up with parents or the relevant authorities. This impacts on children's well-being. The childminder carries out daily safety checks of her home, which contributes to children playing in a clean and safe environment. The childminder is trained in first aid, which means children can receive appropriate treatment should the need arise. The childminder has taken steps to meet previous actions raised at inspection to maintain a record of children's attendance.

The childminder liaises verbally with parents at handovers on a daily basis. In the main, she engages with parents to discuss their child's care needs. She has not yet explored different ways of communicating with parents to further encourage their involvement in children's learning. This impacts on continuity of care and ensuring parents are able to play an active role in supporting their child's development. Parents receive some information regarding the childminder's policies and procedures when their children start in her care. In written feedback from parents they comment favourably about the flexible working arrangements of the childminder.

The childminder has no systems for self-evaluation to allow her to identify the strengths and weaknesses of her service, and to explore feedback from parents and others. She has not attended any training for a number of years to update her knowledge or skills. She has minimal contact with her local authority advisory team, to enable her to explore on-going advice and support. She has only recently acquired the Early Years Foundation Stage Framework document, she is not familiar with the safeguarding and learning and development requirements. As a result, she is unable to take sufficient steps to improve outcomes for children.

### 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:

- provide parents with copies of written statements of safeguarding procedures and the complaints procedures (Providing information to parents) (voluntary part of the Childcare Register)
- take action as specified for 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY316354    |
| <b>Local authority</b>             | Redbridge   |
| <b>Inspection number</b>           | 787265      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 4           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 14/03/2012  |
| <b>Telephone number</b>            |             |

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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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