

<b>Inspection date</b>	20/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
		4
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		3
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### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- The childminder has not completed a local authority approved training course, as required.
- The childminder does not demonstrate a sound understanding of the Early Years Foundation Stage Framework, particularly in regards to promoting children's learning and development and engaging with parents.
- The childminder does not provide children with specific activities to enhance their learning experiences.

#### **It has the following strengths**

- Children have settled well in the care of the childminder and developed a positive relationship with her.
- The childminder supervises children appropriately and adheres to parents' instructions to meet the care needs of the children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children engaged in play and the interaction offered by the childminder.
- The inspector viewed children's records, feedback from the local authority and from parents.
- The inspector communicated throughout the inspection with the childminder.
- The inspector viewed the areas used by the children.

## Inspector

Shaheen Belai

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and their two children aged under 16 years of age in Hornchurch, within the London Borough of Havering. The premises are situated on the first floor, within a block of low rise flats and accessible by a flight of stairs. Children have access to the living room, hallway and bathroom.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. She has one child in the early years age range on roll, attending on a part-time basis. The childminder also cares for older children. She drops-off and collects children from the local school.

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

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

- ensure a local authority approved training course is completed within the time stated
- develop systems of assessments to identify children's starting points; observe children's levels of development, their interests, their achievements and then plan learning experiences for individuals based on evaluating the observations
- improve educational programmes to include opportunities for children to socialise with other children; have opportunities to explore messy and creative play and have experiences that help them to understand about diversity
- work in partnership with parents and carers to gain information about children's starting points and support them in guiding their child's development at home.

### Inspection judgements

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

The childminder does not demonstrate a satisfactory understanding of the learning and development requirements. This is because she has not completed her course for registration and is unfamiliar with 'Statutory Framework for the Early Years Foundation Stage Framework' document. Consequently, she fails to support children's learning and development successfully. For example, she does not use the settling-in period to gain

relevant information from parents to inform her about children's starting points and interests. The childminder is able to discuss what she observes the children like or dislike playing with. However, she does not assess children's learning in all areas of their development or to plan for them to be supported to make progress in their next stage of learning. In addition, the childminder is not aware of the assessments she must undertake. In the last week, she has attempted to explore ways to make improvements but has not had time to implement any significant changes to help children in their learning and to develop the partnership with parents.

Children are happy and settled. They are comfortable in the care of the childminder and play happily under her supervision. The childminder organises a small range of resources to be set out in children's reach. This allows them to make choices of their own, promoting their independence. Children enjoy looking at a suitable range of books, turning pages and using their developing language to identify with what they see. The childminder engages with children, as they play to support their developing speech. Children show interest in working things out, such as how to operate the functions of the harness on their feeding chair or how to collapse it for storage. Young infants explore early maths by sorting, emptying and filling containers. For example, children explore posting shapes into containers, emptying and repeating this task. Infants enjoy the push-along toys, such as the shopping trolley they steer around the room. The children explore the childminder's mobile phone and computer, which have touch screens, allowing younger children to use their hands to control the functions easily. Although children are occupied, they lack variety in their play experiences. For example, children are not offered any creative or messy play activities. Children do go out daily on the school run with the childminder or occasionally on a shopping excursion on the bus. However, they have minimal opportunities for physical outdoor play; they do not attend any community groups to allow them to socialise with other children and explore further play experiences. There are few opportunities for children to explore diversity, allowing them to develop positively on their self-worth and develop positive attitudes towards those in the wider community. Children are not supported to develop a broad range of skills, as there is a lack in the planning of suitable activities and experiences to promote all seven areas of learning.

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

Children have developed strong and happy relationships with the childminder in the short time she has been caring for them. This is evident as the children are relaxed, happy and welcoming of her attention. The relationship is further promoted as the childminder gives them cuddles of reassurance, forming a close, trusting bond between them. She provides further reassurance, explaining what she is doing, such as when she goes to the kitchen to get their snack. Young infants are confident to communicate their needs to the childminder, such as pointing to indicate what they want. Children behave well, as they receive close supervision from the childminder and she uses a calm and loving approach with them. The children are developing some sense of safety, such as they know they have to stay at the safety gate when the childminder goes to the kitchen.

The childminder follows appropriate procedures when carrying out nappy changing tasks,

such as using a changing mat and wearing disposable gloves. Children play in a clean environment and use clean resources. Children are settled and happy when they are having their nappy changed because the childminder ensures she talks to them, plays peek-a-boo with them as she lifts and lowers their legs. This results in them squealing with laughter. Children learn from the examples set by the childminder that support their health; for example they learn to use disposable wipes for cleaning their hands and also their feeding trays after having food. Children go out daily to gain fresh air, indoors they have a few toys to wheel around the lounge and have ample space to move freely. Young infants roll along the open space, using their bodies to roll from one side to another, as they initiate their own activity using their body.

The childminder adheres to parents' wishes if they wish to provide meals and snacks for their own child. She ensures she serves these foods in accordance to parents' wishes. She offers children water frequently to ensure they become aware of their own needs. She offers fruit as a snack. Children are encouraged to eat at their own pace; she identifies when children are not hungry and ensures they are offered food at a later time. The childminder follows children's own sleep routines, which are also discussed with parents. She identifies when children are tired, giving them cuddles and settling them gently to rest under her supervision.

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

The childminder has only recently commenced training as required for registration. She has not completed this in the required timescale; this is a breach of a legal requirement. In addition, the childminder does not meet the requirements of the Childcare Register. She has not attended any other childcare training. Therefore, this has an impact on her knowledge of the Early Years Foundation Stage Framework, and how to implement this in practice. She has recently made herself aware of policies and procedures for safeguarding children. She has a basic understanding of safeguarding procedures and has guidance literature to use in the event of any concerns about a child's well-being. She also has written documentation to share with parents in relation to safeguarding. The childminder only uses a small proportion of her home for minding and carries out daily checks of the areas used by children and the resources they access. The childminder has a current first aid certificate and ensures she keeps a record of accidents and medication administered to children. These steps in addition to the required records maintained contribute to children's welfare.

The childminder communicates with parents daily at handover, by text or phone. This ensures general basic information is shared about children's health and well-being. There are no effective systems in place to encourage parents to share information about their children's individual learning and development. Parents' comments at inspection included comments such as 'children are always happy when they see the childminder'. They say the childminder communicates with them and describe her as a 'considerate person'.

The childminder has only considered the weaknesses in her provision very recently. In

recent days prior to the inspection, she has explored support and feedback from her local authority for the first time and accessed the Ofsted self-evaluation tool. This shows a commitment to develop her provision but she has not had time to implement any plans for improvement. Consequently, there are breaches in requirements, both in learning and development, and safeguarding and welfare.

### 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

**Met**

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

- complete a course approved by an English local authority to allow for requirements of registration to be met (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 action. 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>	EY445023
<b>Local authority</b>	Havering
<b>Inspection number</b>	885270
<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>	3
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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, which are usually the childminder's 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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