

<b>Inspection date</b>	29/04/2013
Previous inspection date	27/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
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### **The quality and standards of the early years provision**

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

- The childminder lacks knowledge about the learning and development requirements.
- Observations and assessments are not effective in identifying children's next steps in learning, so information provided for parents is limited.
- Planning is not effective enough to ensure activities reflect children's individual needs and offer appropriate challenge in order to help them develop at their own rates, and in their own ways.
- The childminder's safeguarding procedures lack required detail and she has not ensured that all adults that work with the children complete suitability checking through Ofsted.
- The childminders self-evaluation process is poor which results in weaknesses not being recognised or improved.
- The childminder has failed to notify Ofsted of a significant event, as is legally required.

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

- Children play and rest in a bright and attractive environment, where they have access to a wide range of toys that are generally easily accessible, which supports their growing independence.
- Children are secure and have close attachments with the childminder and her assistant, who are attentive to their well-being, in the main.

## 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

- Information about the inspection
- The majority of the inspection was spent observing the childminder interacting with the children.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.
- The inspector discussed risk assessments and safeguarding arrangements with the childminder and viewed all areas of the home.
- The Inspector sampled records and documentation used to underpin the organisation of the setting; including those relating to children's development and safeguarding.

## Inspector

Sandra Jeffrey

## **Full Report**

### **Information about the setting**

The childminder was registered in 2011. She lives with her sister, who is her assistant in Raynes Park, Merton. The premises are located close to local shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is currently minding seven children in the early years age range. The childminder also cares for older children. Children with English as an additional language and with special educational needs and/or disabilities attend.

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

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

- develop knowledge of the Early Years Foundation Stage in order to meet the learning and development requirements effectively
- develop use of observations and assessments in order to effectively identify children's learning styles and levels of achievements and use this information to plan challenging activities and experiences in all areas of learning, and share these with parents
- ensure that people looking after children are suitable to fulfil the requirements of their roles by providing Ofsted with the required information, to enable them to make the checks on anyone working on the premises
- ensure safeguarding procedures are in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB).
- implement an effective system of self-evaluation, which includes input from parents, to identify areas of weakness in practice in order to promote continuous improvement in the quality of the setting and the outcomes for children

## Inspection judgements

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

The childminder does not meet the needs of the range of children who attend, and she has a weak understanding of the learning and development requirements. She has begun using observations of children's play. However, she lacks knowledge of how to assess children's progress to enable her to plan for the next steps in their development. As a result, the childminder is unable to plan challenging experiences to support children's individual learning styles and needs. Systems to challenge more able children and to identify any gaps in children's learning are ineffective. The childminder also lacks the knowledge and understanding of how to complete the progress check for two-year-olds in her care.

The childminder is kind and caring and has affectionate relationships with the children. This helps children develop a sense of security and fosters their self-confidence, promoting their personal, social and emotional development. They are actively encouraged to be kind and considerate to each other, and spontaneously say 'thank you' or 'sorry' to each other as relevant. Thereby, displaying skills necessary to form good relationships and build confidence in other settings such as nursery or school. Children arrive and settle very well, and display growing levels of independence as they choose from the many toys and play materials. These are arranged in bright, low level boxes enabling children to make independent choices and direct their own play. Paper is not freely available however, which limits the opportunities children have to practice their early writing skills.

Children demonstrate growing levels of understanding in their communication and language skills. They are able to follow simple instructions, such as when asked to put their water cups back or to tidy-up for example. The childminder supports children's language skills with a constant dialogue of both English and Afrikaans. This fosters the home language of the children attending, which in turn supports the foundations of their development of English. Some children are less confident in their communication and language skills. Whilst the childminder recognises this, the insufficient assessment systems mean that these children are not effectively supported.

Children develop early mathematical skills when playing with the shapes sorters and singing simple counting rhymes. They enjoy exploring various building blocks and bricks and more able children can confidently identify numerous shapes and colours. The childminder does not sufficiently extend these skills however, due to the lack of precise and accurate assessment and planning.

Children have access to a range of interactive and programmable toys that help them understand how things work. They play with the kettle and toaster in the play kitchen for example and enjoy using the toy telephone.

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

The childminder has a poor understanding of how to effectively promote the prime areas of learning and assess children's well-being. As a result, she is unsuccessful in consistently meeting the needs of all the children at all times. The childminder is not skilled at helping children who need additional support with individual eating habits. For example, at snack time, some children wait without food for others to catch up for a period of time and they become anxious and restless. This impacts on their overall well-being and confidence.

Children's water cups are freely accessible and children drink from these on a regular basis, with gentle reminders for younger children. This ensures children do not become too thirsty and helps them understand how to manage their own needs. Children's personal needs are suitably met, as nappies are checked on a regular basis and noses are gently wiped as required. This helps to ensure children feel comfortable.

The childminder understands the importance of helping children to form close attachments. She is sensitive to the children's feelings and works in partnership with parents to support children's well-being. As a result, children are happy and settled and demonstrate a sense of belonging. They settle quickly for a nap in the dedicated sleep room and awake contented after their rest. Children are familiar with the daily routine, all sitting down on the carpet at story time for example.

Children have suitable opportunities to take part in physical activities, both indoors and out. There is a suitable range of resources in place to support these needs, including push along toys to aid babies taking their first steps. Children also enjoy taking part in homemade obstacle courses, where they can practise their physical skills, including balancing and jumping.

Children are beginning to learn how to keep themselves safe with simple and clear guidance from the childminder. She talks to the children at a level appropriate to their age, reminding them not to climb up on the chairs and explains why. Children are encouraged to keep the floor clear of too many toys to prevent them from tripping. This helps children learn to manage risks relative to their understanding.

Children behave well and respond to the praise and encouragement from the childminder. She thanks them for being kind and for sharing for example. Children are encouraged to wait and take turns, with age appropriate explanations and support. This helps them to think about how their behaviour affects others and builds their self-esteem.

Toys and equipment, including low-level tables and chairs are in good condition and suitable for the age of the children. The playroom is brightly decorated with posters and mobiles, many relating to the current theme 'under the sea'. These help support children's enjoyment and learning and provide for a welcome environment.

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

This inspection was brought forward following concerns relating to the safeguarding and welfare requirements. The inspection found that the childminder has failed to provide information to Ofsted about a second assistant, to enable them to complete required checks, which is a breach of a legal requirement. Additionally, the childminder failed to notify Ofsted of a significant event. It is a legal requirement to do so, and on this occasion Ofsted do not intend to take further action. The childminder does not meet the requirements of the Childcare Register.

The childminder has a poor understanding of the learning and development requirements. She is unsure of how to promote children's progress effectively. As a result, the systems in place to monitor children's progress are weak and inefficient. Therefore, children are not effectively challenged to make the best possible progress across all areas of learning. Additionally, planning of the educational programme does not sufficiently account for the children's individual needs or abilities.

The childminder has attended a training course to update her safeguarding knowledge. She understands the process to follow if she has any concerns about a child in her care. However, her safeguarding policy and procedure, which she shares with parents, is not in line with the Local Safeguarding Children's Board (LSCB). For example, it does not include the action to be taken in the event of an allegation being made against a member of staff, or assistant. It does not include use of mobile phones and cameras in the setting, which is a legal requirement. These failings affect children's safety and welfare.

Self-evaluation is weak and does not include contributions from parents in order to promote continuous improvement. The childminder has failed to identify significant areas of weakness in her practice. She has attended limited training in order to support her professional development and improve the service she provides.

Relationships with parents are friendly and help ensure continuity of care. Parents receive a basic daily written account of their children's experiences, including activities and any trips out. Parents are also encouraged to share information from children's experiences at home. These arrangements go some way to supporting the children's needs, but are focussed too much on care practices and do not include information about children's learning. The childminder is aware of the need to work with other early years provision children attend when the need arises.

### 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 caring for children is suitable to work with children, which must include obtaining an enhanced Criminal Records Bureau check through Ofsted (compulsory part of Childcare Register)
- keep records of the following of the names of the children looked after on the premises and their hours of attendance (compulsory part of Childcare Register)
- inform Ofsted of any significant event which is likely to affect their suitability or that of any person caring for children on the premises, such as any offences or orders that may disqualify them (compulsory part of Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person working with children. (compulsory part of Childcare Register)
- ensure that any person caring for children is suitable to work with children, which must include obtaining an enhanced Criminal Records Bureau check through Ofsted (voluntary part of Childcare Register)
- keep records of the following of the names of the children looked after on the premises and their hours of attendance (voluntary part of Childcare Register)
- inform Ofsted of any significant event which is likely to affect their suitability or that of any person caring for children on the premises, such as any offences or orders that may disqualify them (voluntary part of Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any person working with children. (voluntary part of 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>	EY420768
<b>Local authority</b>	Merton
<b>Inspection number</b>	916210
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27/07/2011
<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.

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 assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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